

# JOURNEYS

COMMON CORE

## SCOPE AND SEQUENCE

Grade K





**Scope and Sequence  
of Skill Instruction  
K–6**

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Week	Selections	Concepts of Print	Phonemic Awareness	Letter Names
1	<b>Listen to Rhymes</b> "Jack and Jill" "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"	<b>Concepts of Print</b> Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print	<b>Phonemic Awareness</b> Rhyming Words Blend Syllables	<b>Letter Names</b> Letters: Aa, Bb, Cc, Dd, Ee
2	<b>Listen to Rhymes</b> "I Went Upstairs" "Mix a Pancake" "Sing a Song of Sixpence" "Little Arabella Stillier" <b>Listen to Songs</b> "Quack! Quack! Quack!"	<b>Concepts of Print</b> Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names	<b>Phonemic Awareness</b> Rhyming Words Blend and Segment Syllables	<b>Letter Names</b> Letters: Ff, Gg, Hh, Ii, Jj

Grade K: Unit 1

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS			SPEAKING & LISTENING	LANGUAGE	WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
1	<b>Big Book</b> What Makes a Family? <b>Genre:</b> Informational Text  <b>Read Aloud Book</b> Building with Dad <b>Genre:</b> Realistic Fiction  <b>Paired Selections</b> "Frère Jacques" "Everybody Says" "Tortillas for Mommy" "My Little Sister" <b>Genre: for "Frère Jacques"</b> Poetry and Lullaby <b>Genre: for Remaining Paired Selections</b> Poetry	<b>Target Skill</b> Main Ideas  <b>Target Strategy</b> Summarize  <b>Supporting Skills</b> Genre	<b>Phonological Awareness</b> Rhyming Words Single Sounds  <b>Letter Names</b> Letters Kk, Ll, Mm, Nn, Oo  <b>Decodable Readers</b> See What We Can Do We Can Make It	<b>Concepts of Print</b> Directionality: Left to Right Book Parts  <b>Words to Know (High-Frequency Words)</b> /  <b>Fluency</b> Read with Expression	N/A	<b>Selection Vocabulary</b> celebrate (v), family (n), memories (n), include (v)  <b>Oral Vocabulary</b> cranes, crew, gleaming, mechanic, outlining, solid  <b>Domain-Specific Vocabulary</b> aren't, sibling, ancestor, relation  <b>Vocabulary Strategy</b> Classify and Categorize Family Words  <b>Enrich Vocabulary</b> Talk About Families	<b>Grammar Skill</b> Nouns for People	<b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Names  <b>Focus Trait</b> Conventions

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
2	<p><b>Big Book</b> How Do Dinosaurs Go to School? <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Friends at School <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "My School Bus" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Beginning Sounds</p> <p><b>Letter Names</b> Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p><b>Decodable Readers</b> We Go to School I Like</p>	<p><b>Concepts of Print</b> Directionality: Follow Words Left to Right, Top to Bottom Book Handling</p> <p><b>Words to Know (HFW)</b> <i>like</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	N/A	<p><b>Selection Vocabulary</b> <i>bullying (v), tidies (v), fidget (v), interrupt (v)</i></p> <p><b>Oral Vocabulary</b> <i>busy, company, container, job, scoop, tortoises</i></p> <p><b>Domain-Specific Vocabulary</b> <i>behave, member, respect, community</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Talk About School</p>	<p><b>Grammar Skill</b> Nouns for Places</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Labels</p> <p><b>Focus Trait</b> Word Choice</p>	
3	<p><b>Big Book</b> Please, Puppy, Please <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> I Have a Pet! <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Different Kinds of Dogs" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Letter Names</b> Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p><b>Decodable Readers</b> Baby Bear's Family The Party</p>	<p><b>Concepts of Print</b> Letters and Words: First, Last Letters, Distinguish Letters from Words</p> <p><b>Words to Know (HFW)</b> <i>the</i></p> <p><b>Fluency</b> Reading Rate</p>	N/A	<p><b>Selection Vocabulary</b> <i>fetch (v), inside (n), outside (n), please (v)</i></p> <p><b>Oral Vocabulary</b> <i>cooperate, curious, interesting, slimy, smooth, vet</i></p> <p><b>Domain-Specific Vocabulary</b> <i>responsibility, groom, train, nurture</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Talk About Pets</p>	<p><b>Grammar Skill</b> Nouns for Animals and Things</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Captions</p> <p><b>Focus Trait</b> Ideas</p>	

READING LIT & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing
4	<p><b>Big Book</b> Everybody Works <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Pizza at Sally's <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Elves and the Shoemaker" "The Lion and the Mouse" <b>Genre: for Elves</b> Fairy Tale <b>Genre: for Lion</b> Fable</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Genre</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letter Mm *</p> <p><b>Decodable Readers</b> Mm I Like Mm</p>	<p><b>Concepts of Print</b> Spaces Between Words Environmental Print</p> <p><b>Words to Know (HFW)</b> and</p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About Jobs</p>	<p><b>Selection Vocabulary</b> <i>creating (v), delivering (v), hobby (n), protecting (v)</i></p> <p><b>Oral Vocabulary</b> <i>customers, dough, famous, perfect, sprinkled, stretchy</i></p> <p><b>Domain-Specific Vocabulary</b> <i>volunteer, worker, job, goods, services</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Words for Jobs</p> <p><b>Enrich Vocabulary</b> Words with Endings -ed, -ing</p>	<p><b>Grammar Skill</b> Action Verbs in Present Tense</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences (Adding Details)</p> <p><b>Focus Trait</b> Ideas</p>
5	<p><b>Big Book</b> The Handiest Things in the World <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> The Little Red Hen <b>Genre:</b> Folk Tale and Fable (Traditional Tale)</p> <p><b>Paired Selection</b> Stone Soup <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Cause-and-Effect</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letter Ss * Review m, s</p> <p><b>Decodable Readers</b> Ss I Like Ss</p>	<p><b>Concepts of Print</b> Capitalization: First Word in a Sentence Punctuation: Period, Question Mark</p> <p><b>Words to Know (HFW)</b> <i>Review: I, like, the, and</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Ideas</p>	<p><b>Selection Vocabulary</b> <i>appears, future, handy, stray</i></p> <p><b>Oral Vocabulary</b> <i>admired, delicious, delight, doubt, fable, sigh</i></p> <p><b>Domain-Specific Vocabulary</b> <i>invention, utensil, aid, purpose</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Asking Questions</p>	<p><b>Grammar Skill</b> Action Verbs in Present Tense</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Class Story (Telling Details)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Research/Media Literacy Skills</b> Research a Tool</p>

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
6	<p><b>Big Book</b> My Five Senses <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Listen, Listen <b>Genre:</b> Concept Book</p> <p><b>Paired Selections</b> "Poems About Senses" "Picnic Day" "Here Are My Eyes" "The Storm" "Five Wonderful Senses" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Summarize</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime</p> <p><b>Phonics</b> Letter Aa* (Short a)</p> <p><b>Decodable Readers</b> Aa I See</p>	<p><b>Concepts of Print</b> Book Parts Using a Chart</p> <p><b>Words to Know (HFW)</b> see</p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Discuss Daily Activities</p>	<p><b>Selection Vocabulary</b> <i>aware (adj.), senses (n), sight (n), touch (n)</i></p> <p><b>Oral Vocabulary</b> <i>drift, ripen, scurry, sizzle, whisper, whistle</i></p> <p><b>Domain-Specific Vocabulary</b> <i>vision, sound, flavor, texture, scent</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Sentence Completion Activity (using opposites)</p>	<p><b>Grammar Skill</b> Sensory Words</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Descriptive Sentences (Sensory Words)</p> <p><b>Focus Trait</b> Word Choice</p>	
7	<p><b>Big Book</b> Mice Squeak, We Speak <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Amelia's Show-and-Tell Fiesta <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Fort Worth Zoo" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letter Tt *</p> <p><b>Decodable Readers</b> Tt We Like Toys</p>	<p><b>Concepts of Print</b> Punctuation: Period, Question Mark, Exclamation Point</p> <p><b>Words to Know (HFW)</b> we</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Have a Conversation</p>	<p><b>Selection Vocabulary</b> <i>chatter (v), coo (v), snore (v), squawk (v)</i></p> <p><b>Oral Vocabulary</b> <i>foolish, frowns, ruffled, special, treasures, tropical</i></p> <p><b>Domain-Specific Vocabulary</b> <i>communicate, respond, language, conversation</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Sensory Words</p> <p><b>Enrich Vocabulary</b> Words for Sounds</p>	<p><b>Grammar Skill</b> Sensory Words</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Descriptive Sentences (Sensory Words)</p> <p><b>Focus Trait</b> Word Choice</p>	
8	<p><b>Big Book</b> Move! <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Jonathan and His Mommy <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Hare and the Tortoise" <b>Genre:</b> Folk Tale and Fable</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Compare and Contrast</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letter Cc * (/k/)</p> <p><b>Decodable Readers</b> Cc I Can See</p>	<p><b>Concepts of Print</b> Spaces Between Words Directionality</p> <p><b>Words to Know (HFW)</b> a</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Information and Ideas</p>	<p><b>Selection Vocabulary</b> <i>colony (n), rustling (v), slithers (v), startled (v)</i></p> <p><b>Oral Vocabulary</b> <i>backward, beat, leap, strange, wiggle, zigzag</i></p> <p><b>Domain-Specific Vocabulary</b> <i>dive, swim, climb, fly</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Action Words</p> <p><b>Enrich Vocabulary</b> Movement Words</p>	<p><b>Grammar Skill</b> Adjectives for Colors</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Captions (Descriptive Sentences; Colors, Sensory Words)</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Research/Media Literacy</b> Research an Animal</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
9	<p><b>Big Book</b> What Do Wheels Do All Day? <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Good Morning, Digger <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Wheels Long Ago and Today" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Letter Pp *</p> <p><b>Decodable Readers</b> Pp I Like Animals</p>	<p><b>Concepts of Print</b> Letters in Words</p> <p><b>Words to Know (HFW)</b> to</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Share Information and Ideas</p>	<p><b>Selection Vocabulary</b> <i>sputter (v), travelers (n), swirl (v), patrol (v)</i></p> <p><b>Oral Vocabulary</b> <i>early, weeds, community, cement, vacant, welding</i></p> <p><b>Domain-Specific Vocabulary</b> <i>push, pull, roll, spin</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Talk About Vehicles</p>	<p><b>Grammar Skill</b> Adjectives for Numbers</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Description (Descriptive Words, Numbers)</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Research/Media Literacy Skills</b> Answer Questions About Vehicles</p>	
10	<p><b>Big Book</b> Mouse Shapes <b>Genre:</b> Concept Book</p> <p><b>Read Aloud Book</b> David's Drawings <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Signs and Shapes" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Characters</p>	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p><b>Decodable Readers</b> Mmmm, Good! The Playground</p>	<p><b>Concepts of Print</b> Capitalization: First Letter of a Sentence Space Between Words</p> <p><b>Words to Know (HFW)</b> <i>Review: see, we, a, to</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Talk About Characters</p>	<p><b>Selection Vocabulary</b> <i>hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</i></p> <p><b>Oral Vocabulary</b> <i>add, fluffy, fresh, grinned, moment, shyly</i></p> <p><b>Domain-Specific Vocabulary</b> <i>rectangle, triangle, diamond, circle, oval, square</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Shape Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes -ly, -ful</p>	<p><b>Grammar Skill</b> Adjectives for Size and Shape</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Description (Descriptive Words, Size and Shape)</p> <p><b>Focus Trait</b> Word Choice</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
11	<p><b>Big Book</b> Jump into January <b>Genre:</b> Concept Book</p> <p><b>Read Aloud Book</b> Every Season <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Holidays All Year Long" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Review Letter Aa* (Short a) Words with a (Short a) Blending Words</p> <p><b>Decodable Readers</b> Come and See Me Pam and Me</p>	<p><b>Concepts of Print</b> Letters in Words Spaces Between Words</p> <p><b>Words to Know (HFW)</b> <i>come, me</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information</p>	<p><b>Selection Vocabulary</b> <i>glistens (v), jive (v), local (adj.), orchard (n)</i></p> <p><b>Oral Vocabulary</b> <i>bloom, peck, scatter, speckled, store, tracks</i></p> <p><b>Domain-Specific Vocabulary</b> <i>wind, weather, season, evaporate, air</i></p> <p><b>Vocabulary Strategy</b> Figurative Language</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Sentence Parts: Subject</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences (Exact Nouns)</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Research/Media Literacy Skills</b> Chart the Weather</p>	
12	<p><b>Big Book</b> Snow <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Storm Is Coming! <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "How Water Changes" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Understanding Characters</p>	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letter Nn * Words with n Blending Words</p> <p><b>Decodable Readers</b> I Can Nap Tap with Me</p>	<p><b>Concepts of Print</b> Letters and Words Spaces Between Words</p> <p><b>Words to Know (HFW)</b> <i>with, my</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Compare Texts</p>	<p><b>Selection Vocabulary</b> <i>drifted (v), gathering (v), swirled (v), wisely (adv.)</i></p> <p><b>Oral Vocabulary</b> <i>guard, huddle, nodded, pasture, silent, stampede</i></p> <p><b>Domain-Specific Vocabulary</b> <i>hibernate, adapt, temperature, melt</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Sensory Words</p> <p><b>Enrich Vocabulary</b> Words with Endings -ed, -ing</p>	<p><b>Grammar Skill</b> Sentence Parts: Verb</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences (Exact Verbs)</p> <p><b>Focus Trait</b> Word Choice</p>	
13	<p><b>Big Book</b> What Do You Do With a Tail Like This? <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> A Zebra's World <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> Wings Dragonfly Tails On Our Way <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letter Ff * Words with f Blending Words</p> <p><b>Decodable Readers</b> What Can You See? Fat Cat</p>	<p><b>Concepts of Print</b> Directionality High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>you, what</i></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Share Information and Ideas</p>	<p><b>Selection Vocabulary</b> <i>belongs, capture, nasty, sensitive</i></p> <p><b>Oral Vocabulary</b> <i>daily, herd, muscles, pattern, several, usually</i></p> <p><b>Domain-Specific Vocabulary</b> <i>insect, mammal, fish, reptile, bird</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Words with Prefixes un-, re-</p>	<p><b>Grammar Skill</b> Complete Sentences: Capitalization and Punctuation</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences (Details)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Research/Media Literacy Skills</b> Animal Fun Facts</p>	



	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
14	<p><b>Big Book</b> Turtle Splash! <b>Genre:</b> Concept Book</p> <p><b>Read Aloud Book</b> Home for a Tiger, Home for a Bear <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Where Animals Live" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause-and-Effect</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letter <i>Bb</i> * Words with <i>b</i> Blending Words</p> <p><b>Decodable Readers</b> What Now? At Bat</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>are, now</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Ideas</p>	<p><b>Selection Vocabulary</b> <i>idle (adj.), lounging (v), scampers (v), timid (adv.)</i></p> <p><b>Oral Vocabulary</b> <i>burrow, desert, (beaver's) lodge, patient, shade, soaring</i></p> <p><b>Domain-Specific Vocabulary</b> <i>habitat, environment, woodland, grassland, wetland</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Number Words</p> <p><b>Enrich Vocabulary</b> Number Words and Ordinals</p>	<p><b>Grammar Skill</b> Verbs in Past Tense</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story (Sequence: Beginning, Middle, Ending)</p> <p><b>Focus Trait</b> Organization</p> <p><b>Research/Media Literacy Skills</b> Use References Sources to Gather Information About a Particular Habitat</p>	
15	<p><b>Big Book</b> What a Beautiful Sky! <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> How Many Stars in the Sky? <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "What Will the Weather Be Like?" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Review Letters <i>Aa</i>* (Short <i>a</i>), <i>Nn</i>*, <i>Ff</i>*, <i>Bb</i>* Words with <i>a</i> (Short <i>a</i>), <i>n</i>, <i>f</i>, <i>b</i> Blending Review</p> <p><b>Decodable Readers</b> Pam Cat Come with Me</p>	<p><b>Concepts of Print</b> Letters, Words, and Sentences</p> <p><b>Words to Know (HFW)</b> Review: <i>come, me, with, my, you, what, are, now</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About the Night Sky</p>	<p><b>Selection Vocabulary</b> <i>fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</i></p> <p><b>Oral Vocabulary</b> <i>dazzling, distance, gazing, leaned, planet, tunnel</i></p> <p><b>Domain-Specific Vocabulary</b> <i>star, sun, moon, galaxy</i></p> <p><b>Vocabulary Strategy</b> Figurative Language: Simile</p> <p><b>Enrich Vocabulary</b> Words with Endings <i>-ed, -ing</i></p>	<p><b>Grammar Skill</b> Statements (Capitalization and Punctuation)</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story (Sequence: Beginning, Middle, Ending)</p> <p><b>Focus Trait</b> Organization</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
16	<p><b>Big Book</b> What Is Science? <b>Genre:</b> Poetry</p> <p><b>Read Aloud Book</b> Dear Mr. Blueberry <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "Benjamin Franklin, Inventor" <b>Genre:</b> Biography</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Main Ideas</p>	<p><b>Phonological Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letter <i>li</i> * Words with (Short <i>i</i>) Blending Words</p> <p><b>Decodable Readers</b> What Is It? It Is My Cab</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>is, how, of, so many, where</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Ideas About Science</p>	<p><b>Selection Vocabulary</b> <i>fossils (n), geodes (n), geysers (n), glaciers (n)</i></p> <p><b>Oral Vocabulary</b> <i>information, perhaps, pleased, pond, spurt, travel</i></p> <p><b>Domain-Specific Vocabulary</b> <i>experiment, life science, earth science, physical science</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Science Words</p> <p><b>Enrich Vocabulary</b> Science and Scientists</p>	<p><b>Grammar Skill</b> Proper Nouns for People and Pets</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Message (Different Parts)</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>	
17	<p><b>Big Book</b> From Caterpillar to Butterfly <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> It Is the Wind <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Anansi and Grasshopper" <b>Genre:</b> Folk Tale and Trickster Tale</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Gg</i> * Words with <i>g</i> Blending Words</p> <p><b>Decodable Readers</b> Can You Find It? Gig Pig</p>	<p><b>Concepts of Print</b> Letters in Words Spaces Between Words</p> <p><b>Words to Know (HFW)</b> <i>find, this, from, came, but, on</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Information and Ideas</p>	<p><b>Selection Vocabulary</b> <i>ever, pumps (v), rush, tiny</i></p> <p><b>Oral Vocabulary</b> <i>creaks, hare, hinge, howling (wind), path, sways</i></p> <p><b>Domain-Specific Vocabulary</b> <i>metamorphosis, molt, chrysalis, larva</i></p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words</p> <p><b>Enrich Vocabulary</b> Words for Sounds</p>	<p><b>Grammar Skill</b> Proper Nouns for People and Pets</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Thank-You Note</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Make a Poster</p>	
18	<p><b>Big Book</b> Atlantic <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> One-Dog Canoe <b>Genre:</b> Fiction</p> <p><b>Paired Selections</b> Poems About the Sea "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Figurative Language</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Rr</i> * Words with <i>r</i> Blending Words</p> <p><b>Decodable Readers</b> What Will It Be? Rac Is It</p>	<p><b>Concepts of Print</b> Directionality: Follow Words Left to Right, Top to Bottom, Page by Page</p> <p><b>Words to Know (HFW)</b> <i>will, be, into, that, your, who</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Information</p>	<p><b>Selection Vocabulary</b> <i>conquered, lapping, relatives, scraping</i></p> <p><b>Oral Vocabulary</b> <i>canoe, dew, glided, paddle, peered, crew</i></p> <p><b>Domain-Specific Vocabulary</b> <i>inlet, iceberg, gulf, wave, tide</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Ask Questions About Words</p>	<p><b>Grammar Skill</b> Verbs in Future Tense</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Friendly Letter (Different Parts)</p> <p><b>Focus Trait</b> Conventions</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Compare Bodies of Water</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/ Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
19	<p><b>Big Book</b> Sheep Take a Hike <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Nicky and the Rainy Day <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> "The Three Billy Goats Gruff" "The Builder and the Oni" <b>Genre:</b> Fairy Tale</p>	<p><b>Target Skill</b> Cause-and-Effect</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Dd</i> * Words with <i>d</i> Blending Words</p> <p><b>Decodable Readers</b> Go for It! D Is for Dad</p>	<p><b>Concepts of Print</b> Punctuation: Period, Question Mark, Exclamation Point Directionality Top to Bottom, Left to Right</p> <p><b>Words to Know (HFW)</b> <i>go, for, here, they, soon, up</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Tell a [Cumulative] Story</p>	<p><b>Selection Vocabulary</b> <i>bicker (v), compass (n), hiking (adj), tramp (v)</i></p> <p><b>Oral Vocabulary</b> <i>blizzards, boring, cliffs, impossible, jungle, meadow</i></p> <p><b>Domain-Specific Vocabulary</b> <i>trail, gear, supplies, pack</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Words for Walking and Hiking</p>	<p><b>Grammar Skill</b> Verbs in Past Tense</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Sentences</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>	
20	<p><b>Big Book</b> Curious George's Dinosaur Discovery <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Duck &amp; Goose <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "Exploring Land and Water" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Review Letters <i>ll</i>* (Short <i>i</i>), <i>Gg</i>*, <i>Dd</i>*, <i>Rr</i>* Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review</p> <p><b>Decodable Readers</b> The Big Dig We Fit</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Discuss Curiosity</p>	<p><b>Selection Vocabulary</b> <i>expected (v), display (n), museum (n), quarry (n)</i></p> <p><b>Oral Vocabulary</b> <i>apologized, attention, confusion, notice, snooze, webbed</i></p> <p><b>Domain-Specific Vocabulary</b> <i>discover, examine, experiment, verify</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Verbs Past, Present, Future</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Sentences</p> <p><b>Focus Trait</b> Word Choice</p> <p><b>Write About Reading</b> Performance Task</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
21	<p><b>Big Book</b> Zin! Zin! Zin! a Violin <b>Genre:</b> Poetry</p> <p><b>Read Aloud Book</b> Simon and Molly plus Hester <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selections</b> Celebration The Lobsters and the Fiddler Crab "The More We Get Together" "Make New Friends" <b>Genre:</b> Poetry/Song</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letter <i>Oo*</i> (Short <i>o</i>) Words with <i>o</i> (Short <i>o</i>) Adding <i>-s</i> (<i>/s/</i>, <i>/z/</i>) (no formal lesson) Blending Words</p> <p><b>Decodable Readers</b> Make It Pop! My Dog Tom</p>	<p><b>Concepts of Print</b> Directionality: Top to Bottom, Left to Right, Page by Page</p> <p><b>Words to Know (HFW)</b> <i>make, play, them, give, say, new</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Ideas</p>	<p><b>Selection Vocabulary</b> <i>especially (adv.), market (n), messy (adj.), sometimes (adv.)</i></p> <p><b>Oral Vocabulary</b> <i>idea, just, plain, teach, together, until</i></p> <p><b>Domain-Specific Vocabulary</b> <i>practice, rehearsal, perform, applause</i></p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes <i>-ful, -ly</i></p>	<p><b>Grammar Skill</b> Pronouns <i>he, she, we</i></p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Lists (Structure of Numbered Lists)</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Research Musical Instruments</p>	
22	<p><b>Big Book</b> Leo the Late Bloomer <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> A Tiger Grows Up <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "What Can a Baby Animal Do?" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Xx * , Jj *</i> Words with <i>x, j</i> Blending Words</p> <p><b>Decodable Readers</b> A Good Job Fix It!</p>	<p><b>Concepts of Print</b> Punctuation: Quotation Marks</p> <p><b>Words to Know(HFW)</b> <i>said, good, was, then, ate, could</i></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Talk About Fiction and Informational Text</p>	<p><b>Selection Vocabulary</b> <i>bloomer (n), patience (n), signs (n), sloppy (adj.)</i></p> <p><b>Oral Vocabulary</b> <i>blend, (tiger) cub, den, pounces, prey, scraps</i></p> <p><b>Domain-Specific Vocabulary</b> <i>mature, develop, height, ability</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Words with Suffix <i>-less</i></p>	<p><b>Grammar Skill</b> Pronouns <i>they, it, I</i></p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Lists (Structure of Numbered Lists)</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>	
23	<p><b>Big Book</b> Zinnia's Flower Garden <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Oscar and the Frog <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Growing Sunflowers" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letter <i>Ee *</i> (Short <i>e</i>) Words with <i>e</i> (Short <i>e</i>) Blending Words</p> <p><b>Decodable Readers</b> My Pet Dog Ben and Jen</p>	<p><b>Concepts of Print</b> Using Graphics</p> <p><b>Words to Know (HFW)</b> <i>she, all, over, her, when, some</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information and Ideas</p>	<p><b>Selection Vocabulary</b> <i>fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</i></p> <p><b>Oral Vocabulary</b> <i>tadpole, stared, gills, hatch, shrink, (river) bank</i></p> <p><b>Domain-Specific Vocabulary</b> <i>nutrients, sprout, sunlight, soil, water</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Words for Growing</p>	<p><b>Grammar Skill</b> Proper Nouns for Days and Months</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Invitations (Lists, Sentence Fluency)</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> How Living Things Grow</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
24	<p><b>Big Book</b> Chameleon, Chameleon <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Red Eyes or Blue Feathers <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Amazing Animal Bodies" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Hh*</i>, <i>Kk*</i> Words with <i>h</i>, <i>k</i> Blending Words</p> <p><b>Decodable Readers</b> Hog in a Hat Kid Hid</p>	<p><b>Concepts of Print</b> Parts of a Book: Front and Back Covers, Title Page, Dedication Page</p> <p><b>Words to Know (HFW)</b> <i>he, no, away, must, by, there</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Play a Guessing Game</p>	<p><b>Selection Vocabulary</b> <i>danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</i></p> <p><b>Oral Vocabulary</b> <i>communicate, mood, scent, sly, survive, temperature</i></p> <p><b>Domain-Specific Vocabulary</b> <i>adapt, disguise, predator, prey, blend</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Describing Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes <i>-ful, -ly</i></p>	<p><b>Grammar Skill</b> Questions (Capitalization and Punctuation)</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Report (Dictate Facts)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	
25	<p><b>Big Book</b> Pie in the Sky <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Bread Comes to Life <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "From Apple Tree to Store" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonological Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Review Letters <i>Oo*</i> (Short <i>o</i>), <i>Xx*</i>, <i>Jj*</i>, <i>Ee*</i> (short <i>e</i>), <i>Hh*</i>, <i>Kk*</i> Words with <i>o</i> (Short <i>o</i>), <i>x</i>, <i>j</i>, <i>e</i> (Short <i>e</i>), <i>h</i>, <i>k</i> Blending Review</p> <p><b>Decodable Readers</b> Six Pigs Hop Play Kid, Play</p>	<p><b>Concepts of Print</b> Types, Functions of Print Materials</p> <p><b>Words to Know (HFW)</b> Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Ideas</p>	<p><b>Selection Vocabulary</b> <i>buds (n), damp (adj.), feast (n), finally (adv.)</i></p> <p><b>Oral Vocabulary</b> <i>crop, golden, patch, sprout, sturdy, grind</i></p> <p><b>Domain-Specific Vocabulary</b> <i>crop, harvest, fruit, grains, vegetables</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Seasons</p> <p><b>Enrich Vocabulary</b> Words for Eating and Foods</p>	<p><b>Grammar Skill</b> Exclamations (Capitalization and Punctuation)</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Report (Dictate Facts)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Favorite Recipes</p>	

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
26	<p><b>Big Book</b> Kitten's First Full Moon <b>Genre:</b> Fiction</p> <p><b>Read Aloud Book</b> Curious George Makes Pancakes <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Drinking Fountain The Puppy Chased the Sunbeam Silvery Moon Boat <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letter <i>Uu*</i> (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words</p> <p><b>Decodable Readers</b> All In Bug and Cat</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b> <i>do, down, went, only, little, just</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About Trying Your Best</p>	<p><b>Selection Vocabulary</b> <i>seemed, sprang, stretched, tumbled</i></p> <p><b>Oral Vocabulary</b> <i>assistant, enormous, generous, mayor, shocked, volunteers</i></p> <p><b>Domain-Specific Vocabulary</b> <i>persistence, effort, attempt, accomplishment</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Words with Prefix <i>re-</i></p>	<p><b>Grammar Skill</b> Nouns Singular and Plural</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature (Sentence Frames, Expressing an Opinion)</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p>	
27	<p><b>Big Book</b> One of Three <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Someone Bigger <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> "Cross-Country Trip" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Understanding Characters</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Ll*</i>, <i>Ww*</i> Words with <i>l, w</i> Blending Words</p> <p><b>Decodable Readers</b> Win a Cup! Wes Can Help</p>	<p><b>Concepts of Print</b> Directionality</p> <p><b>Words to Know (HFW)</b> <i>have, help, one, every, ask, walk</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Talk About a Trip</p>	<p><b>Selection Vocabulary</b> <i>since (adv.), invited (v), remember (v), triplets (n)</i></p> <p><b>Oral Vocabulary</b> <i>creatures, firmly, kite, launched (a kite), light, replied</i></p> <p><b>Domain-Specific Vocabulary</b> <i>luggage, tourist, journey, landmark</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Places</p> <p><b>Enrich Vocabulary</b> Words with Prefix <i>un-</i></p>	<p><b>Grammar Skill</b> Subject-Verb Agreement (Past, Present, Future)</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature (Sentence Frames, Giving Reasons)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	
28	<p><b>Big Book</b> You Can Do It, Curious George! <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> The Little Engine That Could <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> Poems About Things You Can Do "Whistling" "Time to Play" "By Myself" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Genre: Fantasy</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Vv*</i>, <i>Zz*</i> Words with <i>v, z</i> Blending Words</p> <p><b>Decodable Readers</b> Vet on a Job! Roz the Vet</p>	<p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (HFW)</b> <i>look, out, very, their, saw, put</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Ideas</p>	<p><b>Selection Vocabulary</b> <i>prize (n), different (adj.), chef (n), slope (n)</i></p> <p><b>Oral Vocabulary</b> <i>bellowed, dingy, rumbled, valley, waiters, weary</i></p> <p><b>Domain-Specific Vocabulary</b> <i>considerate, kind, loyal, thoughtful</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Subject-Verb Agreement (Past, Present, Future)</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature (Sentence Frames, Giving Reasons)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Write About Curious George</p>	

	READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Writing	
29	<p><b>Big Book</b> Look at Us <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b> Baby Brains <b>Genre:</b> Fiction</p> <p><b>Paired Selection</b> "The Three Little Pigs" <b>Genre:</b> Fairy Tale</p>	<p><b>Target Skill</b> Main Idea and Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Letters Yy*, Qq* (qu) Words with y, q (qu) Blending Words</p> <p><b>Decodable Readers</b> Not Yet Can Not Quit Yet</p>	<p><b>Concepts of Print</b> Types, Functions of Print Materials</p> <p><b>Words to Know (HFW)</b> off, take, our, day, too, show</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Share Information and Ideas</p>	<p><b>Selection Vocabulary</b> projects (n), visitors (n), scared (adj.), proud (n)</p> <p><b>Oral Vocabulary</b> certainly, embarrassed, languages, mumbled, popular, study</p> <p><b>Domain-Specific Vocabulary</b> develop, accomplish, knowledge</p> <p><b>Vocabulary Strategy</b> Figurative Language</p> <p><b>Enrich Vocabulary</b> Words for Feelings</p>	<p><b>Grammar Skill</b> Prepositions for, to, with</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Simon James Books</p>	
30	<p><b>Big Book</b> Miss Bindergarten Celebrates the Last Day of Kindergarten <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Pet Show! <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Schools Then and Now" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u) Blending Review Words with -s, -ing</p> <p><b>Decodable Readers</b> Max Is Down A Fun Job</p>	<p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (HFW)</b> Review: down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Good Neighbors and Good Friends</p>	<p><b>Selection Vocabulary</b> attendance (n), balance (v), perfume (n), success (n)</p> <p><b>Oral Vocabulary</b> announced, entrance, expect, favorite, independent, judge</p> <p><b>Domain-Specific Vocabulary</b> concern, kindness, neighborly, generous</p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Prepositions in Sentences</p>	<p><b>Grammar Skill</b> Prepositions in, on, out, off, by</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p>	

Grade K: Fast Track

Week	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Writing
1	<p><b>Phonological Awareness</b> Medial Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long e CV Words Long i CV Words Long o CV Words</p> <p><b>Decodable Readers</b> How Can We Go? Can I Play?</p>	<p><b>Words to Know (HFW)</b> Review: them, many, new, when, soon, then, give, say, where, how</p> <p><b>Fluency</b> Rate</p>	<p><b>Writing</b> Opinion Writing</p> <p><b>Writing Form</b> Respond to a Story</p>

Week	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Writing
2	<p><b>Phonological Awareness</b> Medial Sounds Long and Short Vowels Sounds</p> <p><b>Phonics</b> Long a CVCe Words Long i CVCe Words Long o CVCe Words Long u CVCe Words</p> <p><b>Decodable Readers</b> Get Set! Dive Luke, June and Rose</p>	<p><b>Words To Know (HFW)</b> Review: her, little, for, put, said, away, find, one, come, came</p> <p><b>Fluency</b> Expression</p>	<p><b>Writing</b> Opinion Writing</p> <p><b>Writing Form</b> Respond to a Story</p>