

# JOURNEYS

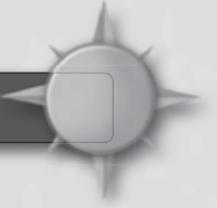
## SCOPE AND SEQUENCE OF SKILL INSTRUCTION K-6

EXTENDING THE COMMON CORE  
STATE STANDARDS





WEEK	SELECTIONS	CONCEPTS OF PRINT	PHONEMIC AWARENESS	LETTER NAMES
1	<p><b>Listen to Rhymes</b></p> <ul style="list-style-type: none"> <li>• “Jack and Jill”</li> <li>• “One, Two, Three, Four, Five”</li> <li>• “Pease Porridge Hot”</li> <li>• “Colors”</li> <li>• “To Market, To Market”</li> </ul>	<p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Recognize Names</li> <li>• Distinguish Letters, Numbers</li> <li>• Book Handling</li> <li>• Environmental Print</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Blend Syllables</li> </ul>	<p><b>Letter Names</b></p> <p>Letters: Aa, Bb, Cc, Dd, Ee</p>
2	<p><b>Listen to Rhymes</b></p> <ul style="list-style-type: none"> <li>• “I Went Upstairs”</li> <li>• “Mix a Pancake”</li> <li>• “Sing a Song of Sixpence”</li> <li>• “Little Arabella Stiller”</li> </ul> <p><b>Listen to Songs</b></p> <p>“Quack! Quack! Quack!”</p>	<p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Book Handling</li> <li>• Distinguish Letters, Numbers</li> <li>• Environmental Print</li> <li>• Recognize First and Last Names</li> </ul>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Blend and Segment Syllables</li> </ul>	<p><b>Letter Names</b></p> <p>Letters: Ff, Gg, Hh, Ii, Jj</p>



UNIT 1: FRIENDLY FACES

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
1	<p><b>Big Book:</b> <i>What Makes a Family?</i> <b>Genre:</b> Informational Text (Social Studies)</p> <p><b>Read Aloud Book:</b> <i>Building with Dad</i> <b>Genre:</b> Realistic Fiction</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “Frère Jacques”</li> <li>• “Everybody Says”</li> <li>• “Tortillas for Mommy”</li> <li>• “My Little Sister”</li> </ul> <p><b>Genre for “Frère Jacques”:</b> Poetry and Lullaby <b>Genre for Remaining Paired Selections:</b> Poetry</p> <p><b>Text Focus Skill</b></p> <ul style="list-style-type: none"> <li>• Repeating Words, Rhyming Words, Rhythm</li> <li>• Characteristic of a lullaby</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Single Sounds</li> </ul> <p><b>Letter Names:</b> Letters: Kk, Ll, Mm, Nn, Oo</p> <p><b>Words to Know (High-Frequency Words):</b> l</p> <p><b>Fluency:</b> Read with Expression Retelling</p>	<p><b>Selection Vocabulary:</b> celebrate (v), family (n), memories (n), include (v)</p> <p><b>Oral Vocabulary:</b> cranes, crew, gleaming, mechanic, outlining, solid</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Family Words</p>	<p><b>Comprehension Skill:</b> Main Ideas</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Directionality: Left to Right</li> <li>• Punctuation: Period **</li> </ul>	N/A	<p><b>Grammar Skill:</b> Nouns for People</p> <p><b>Writing Mode:</b> Writing About Us: Labels (Names)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• See <i>What We Can Do</i></li> <li>• <i>We Can Make It</i></li> </ul>
2	<p><b>Big Book:</b> <i>How Do Dinosaurs Go to School?</i> <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book:</b> <i>Friends at School</i> <b>Genre:</b> Informational Text (Social Studies)</p>	<p><b>Paired Selection:</b> “My School Bus” <b>Genre:</b> Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photographs/Map</p>	<p><b>Phonemic Awareness:</b> Beginning Sounds</p> <p><b>Letter Names:</b> Letters: Pp, Qq, Rr, Ss, Tt</p> <p><b>Words to Know (High-Frequency Words):</b> like</p> <p><b>Fluency:</b> Pause for Punctuation Retelling</p>	<p><b>Selection Vocabulary:</b> bullying (v), tidies (v), fidget (v), interrupt (v)</p> <p><b>Oral Vocabulary:</b> busy, company, container, job, scoop, tortoises</p> <p><b>Vocabulary Strategy:</b> Rhyme</p>	<p><b>Comprehension Skill:</b> Understanding Characters</p> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Directionality: Locate Print, Left to Right, Top to Bottom **</li> <li>• Punctuation: Period</li> </ul>	N/A	<p><b>Grammar Skill:</b> Nouns for Places</p> <p><b>Writing Mode:</b> Writing About Us: Labels</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>We Go to School</i></li> <li>• <i>I Like</i></li> </ul>



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
3	<p><b>Big Book:</b> <i>Please, Puppy, Please</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>I Have a Pet!</i> <b>Genre:</b> Realistic Fiction</p>	<p><b>Paired Selection:</b> “Different Kinds of Dogs” <b>Genre:</b> Informational Text (Science)</p> <p><b>Text Focus Skill</b> Diagram</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Beginning Sounds</li> <li>• Words in Oral Sentences</li> </ul> <p><b>Letter Names:</b> Letters: Uu, Vv, Ww, Xx, Yy, Zz</p> <p><b>Words to Know (HFW):</b> the</p> <p><b>Fluency:</b> Reading Rate, Retelling</p>	<p><b>Selection Vocabulary:</b> fetch (v), inside (n), outside (n), please (v)</p> <p><b>Oral Vocabulary:</b> cooperate, curious, interesting, slimy, smooth, vet</p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><b>Comprehension Skill:</b> Story Structure</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Compound Words**</li> <li>• Directionality: Left to Right, Spoken Words to Print</li> <li>• Letters and Words: First, Last Letters, Distinguish Letters from Words **</li> </ul>	N/A	<p><b>Grammar Skill:</b> Nouns for Animals and Things</p> <p><b>Writing Mode:</b> Writing About Us: Captions</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Baby Bear’s Family</i></li> <li>• <i>The Party</i></li> </ul>
4	<p><b>Big Book:</b> <i>Everybody Works</i> <b>Genre:</b> Informational Text (Social Studies)</p> <p><b>Read Aloud Book:</b> <i>Pizza at Sally’s</i> <b>Genre:</b> Realistic Fiction</p>	<p><b>Paired Selection:</b></p> <ul style="list-style-type: none"> <li>• “The Elves and the Shoemaker”</li> <li>• “The Lion and the Mouse”</li> </ul> <p><b>Genre for Elves:</b> Fairy Tale (Traditional Tale) <b>Genre for Lion:</b> Fable (Traditional Tale)</p> <p><b>Text Focus Skill</b></p> <ul style="list-style-type: none"> <li>• Storytelling Phrases</li> <li>• Characteristics of a Fairy Tale and of a Fable</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Beginning Sounds</li> <li>• Words in Oral Sentences</li> </ul> <p><b>Phonics:</b> Letter Mm *</p> <p><b>Words to Know (HFW):</b> and</p> <p><b>Fluency:</b> Pause for Punctuation Retelling</p>	<p><b>Selection Vocabulary:</b> creating (v), delivering (v), hobby (n), protecting (v)</p> <p><b>Oral Vocabulary:</b> customers, dough, famous, perfect, sprinkled, stretchy</p> <p><b>Vocabulary Strategy:</b> Environmental Print</p>	<p><b>Comprehension Skill:</b> Text and Graphic Features</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence **</li> <li>• Punctuation: Period, Question Mark</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Action Verbs in Present Tense</p> <p><b>Writing Mode:</b> Writing About Us: Class Story (Telling Details)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Mm</i></li> <li>• <i>I Like Mm</i></li> </ul>
5	<p><b>Big Book:</b> <i>Kite Flying</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>The Little Red Hen</i> <b>Genre:</b> Folk Tale and Fable (Traditional Tale)</p>	<p><b>Paired Selection:</b> “Kite Festival Today” <b>Genre:</b> Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Captions (left/right; back/front)</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Beginning Sounds</li> <li>• Words in Oral Sentences</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter Ss *</li> <li>• Review: m, s</li> </ul> <p><b>Words to Know (HFW):</b> Review I, like, the, and</p> <p><b>Fluency:</b> Read with Expression, Retelling</p>	<p><b>Selection Vocabulary:</b> attach (v), blowing (v), noisemaker (n), whiskers (n)</p> <p><b>Oral Vocabulary:</b> admired, delicious, delight, doubt, fable, sigh</p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><b>Comprehension Skill:</b> Sequence of Events</p> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence</li> <li>• Punctuation: Period, Question Mark, Exclamation Point **</li> <li>• Compound Words</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Action Verbs in Present Tense</p> <p><b>Writing Mode:</b> Writing About Us: Class Story (Telling Details)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• Ss</li> <li>• <i>I Like Ss</i></li> </ul>
MAIN SELECTIONS					COMPREHENSION			
EXTENDING THE COMMON CORE	<p><b>Big Book:</b> <i>How Do Dinosaurs Go to School?</i> <b>Genre:</b> Fantasy</p> <p><b>Big Book:</b> <i>What Makes a Family?</i> <b>Genre:</b> Informational Text</p>				<p><b>Comprehension:</b> Understand Unknown Words</p> <p><b>Comprehension:</b> Describe Connections Between Individuals</p> <p><b>Concepts of Print:</b> Spacing Between Words</p>			



UNIT 2: SHOW AND TELL

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
6	<p><b>Big Book:</b> <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>Listen, Listen</i> Genre: Concept Book</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “Poems About Senses”</li> <li>• “Picnic Day”</li> <li>• “Here Are My Eyes”</li> <li>• “The Storm”</li> <li>• “Five Wonderful Senses”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhyme</p>	<p><b>Phonemic Awareness:</b> Blend Onset and Rime</p> <p><b>Phonics:</b> Letter Aa* (Short a)</p> <p><b>Words to Know (HFW):</b> see</p> <p><b>Fluency:</b> Pause for Punctuation Retelling</p>	<p><b>Selection Vocabulary:</b> aware (adj.), senses (n), sight (n), touch (n)</p> <p><b>Oral Vocabulary:</b> drift, ripen, scurry, sizzle, whisper, whistle</p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><b>Comprehension Skill:</b> Compare and Contrast</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence</li> <li>• Punctuation: Period, Exclamation Point</li> <li>• Role of Author, Illustrator **</li> <li>• Using a Chart</li> </ul>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Sensory Words</p> <p><b>Writing Mode:</b> Write to Describe: Descriptive Sentences (Sensory Words)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• Aa</li> <li>• I See</li> </ul>
7	<p><b>Big Book:</b> <i>Mice Squeak, We Speak</i> Genre: Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>Amelia’s Show-and-Tell Fiesta</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “The Fort Worth Zoo” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Headings and Labels</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Onset and Rime</li> <li>• Segment Onset and Rime</li> </ul> <p><b>Phonics:</b> Letter Tt *</p> <p><b>Words to Know (HFW):</b> we</p> <p><b>Fluency:</b> Pause for Punctuation Retelling</p>	<p><b>Selection Vocabulary:</b> chatter (v), coo (v), snore (v), squawk (v)</p> <p><b>Oral Vocabulary:</b> foolish, frowns, ruffled, special, treasures, tropical</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Sensory Words</p>	<p><b>Comprehension Skill:</b> Understanding Characters</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence **</li> <li>• Punctuation: Period, Exclamation Point</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Sensory Words</p> <p><b>Writing Mode:</b> Write to Describe: Descriptive Sentences (Sensory Words)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• Tt</li> <li>• We Like Toys</li> </ul>
8	<p><b>Big Book:</b> <i>Move!</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>Jonathan and His Mommy</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “The Hare and the Tortoise” Genre: Folk Tale and Fable (Traditional Tale)</p> <p><b>Text Focus Skill</b> Characteristic of a Folk Tale and a Fable (teaches a lesson)</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Onset and Rime</li> <li>• Segment Onset and Rime</li> </ul> <p><b>Phonics:</b> Letter Cc * (/k/)</p> <p><b>Words to Know (HFW):</b> a</p> <p><b>Fluency:</b> Read with Expression Retelling</p>	<p><b>Selection Vocabulary:</b> colony (n), rustling (v), slithers (v), startled (v)</p> <p><b>Oral Vocabulary:</b> backward, beat, leap, strange, wiggle, zigzag</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Action Words</p>	<p><b>Comprehension Skill:</b> Details</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Word in a Sentence</li> <li>• Punctuation: Period, Question Mark, Exclamation Point, Ellipsis **</li> </ul>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Adjectives for Colors</p> <p><b>Writing Mode:</b> Write to Describe: Captions (Descriptive Sentences; Colors, Sensory Words)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>• Cc</li> <li>• I Can See</li> </ul>

\*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
\*\*Formal lesson for Concepts of Print skill on Day 2.

\*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.  
\*\*La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.



UNIT 2: SHOW AND TELL (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
9	<p><b>Big Book:</b> <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>Good Morning, Digger</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “Wheels Long Ago and Today” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos</p>	<p><b>Phonemic Awareness:</b> Blend Phonemes</p> <p><b>Phonics:</b> Letter Pp *</p> <p><b>Words to Know (HFW):</b> to</p> <p><b>Fluency:</b> Reading Rate Retelling</p>	<p><b>Selection Vocabulary:</b> sputter (v), travelers (n), swirl (v), patrol (v)</p> <p><b>Oral Vocabulary:</b> early, weeds, community, cement, vacant, welding</p> <p><b>Vocabulary Strategy:</b> Rhyme</p>	<p><b>Comprehension Skill:</b> Text and Graphic Features</p> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Using Pictures and Text **</li> <li>Punctuation: Period, Exclamation Point</li> </ul>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Adjectives for Numbers</p> <p><b>Writing Mode:</b> Write to Describe: Description (Descriptive Words, Numbers)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>Pp</li> <li>I Like Animals</li> </ul>
10	<p><b>Big Book:</b> <i>Mouse Shapes</i> Genre: Concept Book</p> <p><b>Read Aloud Book:</b> <i>David’s Drawings</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “Signs and Shapes” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Signs/Environmental Print</p>	<p><b>Phonemic Awareness:</b> Blend Phonemes</p> <p><b>Phonics:</b> Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p><b>Words to Know (HFW):</b> Review see, we, a, to</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</p> <p><b>Oral Vocabulary:</b> add, fluffy, fresh, grinned, moment, shyly</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Shape Words</p>	<p><b>Comprehension Skill:</b> Story Structure</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Capitalization: First Letter of a Sentence **</li> <li>Punctuation: Quotation Marks</li> </ul>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Adjectives for Size and Shape</p> <p><b>Writing Mode:</b> Write to Describe: Description (Descriptive Words, Size and Shape)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li>Mmmm, Good!</li> <li>The Playground</li> </ul>
MAIN SELECTIONS			VOCABULARY		COMPREHENSION			
EXTENDING THE COMMON CORE	<p><b>Big Book:</b> <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p><b>Big Book:</b> <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p><b>Big Book:</b> <i>Move!</i> Genre: Informational Text (Science)</p>			<p><b>Vocabulary Strategy:</b> Suffixes (-ly, -ful, -less)</p>	<p><b>Comprehension:</b> Name the Author and Illustrator/ Photographer</p> <p><b>Comprehension:</b> Identify Supporting Reasons</p>			



UNIT 3: OUTSIDE MY DOOR

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
11	<p><b>Big Book:</b> <i>Jump into January</i> Genre: Concept Book</p> <p><b>Read Aloud Book:</b> <i>Every Season</i> Genre: Informational Text (Social Studies)</p>	<p><b>Paired Selection:</b> “Holidays All Year Long” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Calendar</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Final Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Review Letter Aa* (Short a)</li> <li>Words with a (Short a)</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> come, me</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> glistens (v), jive (v), local (adj.), orchard (n)</p> <p><b>Oral Vocabulary:</b> bloom, peck, scatter, speckled, store, tracks</p> <p><b>Vocabulary Strategy:</b> Figurative Language</p>	<p><b>Comprehension Skill:</b> Compare and Contrast</p> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Capitalization: First Letter of a Name **</li> <li>Phrases, Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point</li> </ul>	<p><b>Extend Through Research</b> Record and Publish Research</p> <p><b>Listening and Speaking:</b> Share Information</p>	<p><b>Grammar Skill:</b> Sentence Parts: Subject</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative): Story Sentences (Exact Nouns)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li><i>Come and See Me</i></li> <li><i>Pam and Me</i></li> </ul>
12	<p><b>Big Book:</b> <i>Snow</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>Storm Is Coming!</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> “How Water Changes” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Photos and Captions</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Final Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter: Nn *</li> <li>Words with n</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> with, my</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> drifted (v), gathering (v), swirled (v), wisely (adv.)</p> <p><b>Oral Vocabulary:</b> guard, huddle, nodded, pasture, silent, stampede</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Sensory Words</p>	<p><b>Comprehension Skill:</b> Conclusions</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Letters and Words</li> <li>Punctuation: Quotation Marks **</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms and Techniques</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Sentence Parts: Verb</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative): Story Sentences (Exact Verbs)</p> <p><b>Focus Trait:</b> Word Choice</p>	<ul style="list-style-type: none"> <li><i>I Can Nap</i></li> <li><i>Tap with Me</i></li> </ul>
13	<p><b>Big Book:</b> <i>What Color Is Nature?</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>A Zebra’s World</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>Poems About Colors</li> <li>“I Love Colors”</li> <li>“Zebra”</li> <li>“Many Colors”</li> <li>“Baa, Baa Black Sheep”</li> <li>“What Do I Spy?”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhythm</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Final Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter: Ff *</li> <li>Words with f</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> you, what</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> everywhere (adj.), nature (n), salamander (n), surrounded (adj.)</p> <p><b>Oral Vocabulary:</b> daily, herd, muscles, pattern, several, usually</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Color Words</p>	<p><b>Comprehension Skill:</b> Author’s Purpose</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Words and Sentences **</li> <li>Compound Words**</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Complete Sentences: Capitalization and Punctuation</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative): Story Sentences (Details)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li><i>What Can You See?</i></li> <li><i>Fat Cat</i></li> </ul>

\*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
\*\*Formal lesson for Concepts of Print skill on Day 2.

\*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.  
\*\*La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.



UNIT 3: OUTSIDE MY DOOR (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
14	<p><b>Big Book:</b> <i>Turtle Splash!</i> Genre: Concept Book</p> <p><b>Essential Question:</b> What causes events in a story to happen?</p> <p><b>Read Aloud Book:</b> <i>Home for a Tiger, Home for a Bear</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> “Where Animals Live” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Labels</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Middle Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter Bb *</li> <li>Words with b</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> are, now</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> idle (adj.), lounging (v), scampers (v), timid (adv.)</p> <p><b>Oral Vocabulary:</b> burrow, desert, (beaver’s) lodge, patient, shade, soaring</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Number Words</p>	<p><b>Comprehension Skill:</b> Cause and Effect</p> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b> Letters and Words **</p>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Ideas</p>	<p><b>Grammar Skill:</b> Verbs in Past Tense</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>What Now?</li> <li>At Bat</li> </ul>
15	<p><b>Big Book:</b> <i>What a Beautiful Sky!</i> Genre: Informational Text (Science)</p> <p><b>Essential Question:</b> Why is it important to know what happens first, next, and last in a selection?</p> <p><b>Read Aloud Book:</b> <i>How Many Stars in the Sky?</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> “What Will the Weather Be Like?” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Symbols</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Middle Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Review Letters Aa* (Short a), Nn*, Ff*, Bb*</li> <li>Words with a (Short a), n, f, b</li> <li>Blending Review</li> </ul> <p><b>Words to Know (HFW):</b> Review come, me, with, my, you, what, are, now</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</p> <p><b>Oral Vocabulary:</b> dazzling, distance, gazing, leaned, planet, tunnel</p> <p><b>Vocabulary Strategy:</b> Figurative Language: Simile</p>	<p><b>Comprehension Skill:</b> Sequence of Events</p> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Letters, Words, and Sentences **</li> <li>Compound Words</li> </ul>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p>	<p><b>Grammar Skill:</b> Statements (Capitalization and Punctuation)</p> <p><b>Writing Mode:</b> Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>Pam Cat</li> <li>Come with Me</li> </ul>
MAIN SELECTIONS			VOCABULARY			LISTENING AND SPEAKING		
EXTENDING THE COMMON CORE	<p><b>Big Book:</b> <i>Jump into January</i> Genre: Concept Book</p> <p><b>Read Aloud Book:</b> <i>Every Season</i> Genre: Informational Text (Social Studies)</p> <p><b>Big Book:</b> <i>Snow</i> Genre: Fantasy</p>			<p><b>Vocabulary Strategy:</b> Inflections –ing, -ed, -s</p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><b>Comprehension:</b> Compare and Contrast Illustrations and Descriptions</p>	<p><b>Listening and Speaking:</b> Asking and Answering Questions</p>		

\*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
\*\*Formal lesson for Concepts of Print skill on Day 2.

\*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.  
\*\*La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.



UNIT 4: LET'S FIND OUT

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
16	<p><b>Big Book:</b> <i>What Is Science?</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>Dear Mr. Blueberry</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> "Benjamin Franklin, Inventor" Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Timeline</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Middle Sound</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter li *</li> <li>Words with: (Short i)</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> is, how</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> fossils (n), geodes (n), geysers (n), glaciers (n)</p> <p><b>Oral Vocabulary:</b> information, perhaps, pleased, pond, spurt, travel</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Science Words</p>	<p><b>Comprehension Skill:</b> Details</p> <ul style="list-style-type: none"> <li>GO: Web Map</li> </ul> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Parts of a Book **</li> <li>Role of Author, Illustrator</li> <li>Directionality: Left to Right</li> <li>Punctuation: Question Mark, Period</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>Distinguish Fantasy from Realism</li> <li>Form Questions: Use and Respond to Question Words</li> <li>Parts of a Book: Front and Back Covers, Title Page</li> <li>Parts of a Book: Table of Contents, Page Numbers</li> </ul>	<p><b>Grammar Skill:</b> Proper Nouns for People and Pets</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative): Message (Different Parts)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li><i>What Is It?</i></li> <li><i>It Is My Cab</i></li> </ul>
17	<p><b>Big Book:</b> <i>I Love Bugs!</i> Genre: Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>It Is the Wind</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> "Anansi and Grasshopper" Genre: Folk Tale and Trickster Tale (Traditional Tale)</p> <p><b>Text Focus Skill</b> Characteristics of a Folk Tale and of a Trickster Tale</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter Gg *</li> <li>Words with g</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> find, this</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> swoop (v), creep (v), paddle (v), weaves (v)</p> <p><b>Oral Vocabulary:</b> creaks, hare, hinge, howling (wind), path, sways</p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><b>Comprehension Skill:</b> Conclusions</p> <ul style="list-style-type: none"> <li>GO: Inference Map</li> </ul> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Using Pictures and Text</li> <li>Poetry **</li> </ul>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>Distinguish Fantasy from Realism</li> <li>Form Questions: Use and Respond to Question Words</li> <li>Parts of a Book: Front and Back Covers, Title Page</li> <li>Parts of a Book: Table of Contents, Page Numbers</li> </ul>	<p><b>Grammar Skill:</b> Proper Nouns for Places</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative): Message (Different Parts)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li><i>Can You Find It?</i></li> <li><i>Gig Pig</i></li> </ul>
18	<p><b>Big Book:</b> <i>In the Big Blue Sea</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>One-Dog Canoe</i> Genre: Fiction</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>Poems About the Sea</li> <li>"If You Ever"</li> <li>"A Sailor Went to Sea, Sea, Sea"</li> <li>"Ten Little Fishes"</li> <li>"Undersea"</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b></p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Repeating and Rhyming Words</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter R r *</li> <li>Words with r</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> will, be</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> dive (v), along (prep), glad (adj.), swim (v)</p> <p><b>Oral Vocabulary:</b> canoe, dew, glided, paddle, peered, crew</p> <p><b>Vocabulary Strategy:</b> Rhyme</p>	<p><b>Comprehension Skill:</b> Author's Purpose</p> <ul style="list-style-type: none"> <li>GO: Inference Map</li> </ul> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Letters and Words</li> <li>Types, Functions of Print Materials: Inform **</li> </ul>	<p><b>Extend Through Research</b> Record and Publish Research</p> <p><b>Listening and Speaking:</b> Share Information</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>Distinguish Fantasy from Realism</li> <li>Form Questions: Use and Respond to Question Words</li> <li>Parts of a Book: Front and Back Covers, Title Page</li> <li>Parts of a Book: Table of Contents, Page Numbers</li> </ul>	<p><b>Grammar Skill:</b> Verbs in Future Tense</p> <p><b>Writing Mode:</b> Write to Narrate (Personal Narrative): Letter (Different Parts)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li><i>What Will It Be?</i></li> <li><i>Rac Is It</i></li> </ul>



UNIT 4: LET'S FIND OUT (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
19	<p><b>Big Book:</b> <i>Sheep Take a Hike</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>Nicky and the Rainy Day</i> Genre: Fantasy</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• “The Three Billy Goats Gruff”</li> <li>• “The Builder and the Oni”</li> </ul> <p>Genre: Fairy Tale (Traditional Tales)</p> <p><b>Text Focus Skill</b></p> <ul style="list-style-type: none"> <li>• Storytelling Phrases</li> <li>• Characteristics of a Fairy Tale</li> </ul>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter Dd *</li> <li>• Words with d</li> <li>• Blending Words</li> </ul> <p><b>Words to Know (HFW):</b></p> <p>go, for</p> <p><b>Fluency:</b></p> <p>Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b></p> <p>bicker (v), compass (n), hiking (adj.), tramp (v)</p> <p><b>Oral Vocabulary:</b></p> <p>blizzards, boring, cliffs, impossible, jungle, meadow</p> <p><b>Vocabulary Strategy:</b></p> <p>Antonyms</p>	<p><b>Comprehension Skill:</b></p> <p>Cause and Effect</p> <ul style="list-style-type: none"> <li>• GO: T- Map</li> </ul> <p><b>Comprehension Strategy:</b></p> <p>Question</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Punctuation: Period, Question Mark, Exclamation Point</li> <li>• Directionality: Top to Bottom, Left to Right</li> <li>• Parts of a Book: Page Numbers **</li> </ul>	<p><b>Extend Through Research</b></p> <p>Ask Questions</p> <p><b>Listening and Speaking:</b></p> <p>Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Fantasy from Realism</li> <li>• Form Questions: Use and Respond to Question Words</li> <li>• Parts of a Book: Front and Back Covers, Title Page</li> <li>• Parts of a Book: Table of Contents, Page Numbers</li> </ul>	<p><b>Grammar Skill:</b></p> <p>Verbs in Past Tense</p> <p><b>Writing Mode:</b></p> <p>Write to Narrate (Personal Narrative): Story (Exact Nouns)</p> <p><b>Focus Trait:</b></p> <p>Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>Go for It!</i></li> <li>• <i>D Is for Dad</i></li> </ul>
20	<p><b>Big Book:</b> <i>Curious George’s Dinosaur Discovery</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>Duck &amp; Goose</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b></p> <p>“Exploring Land and Water” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b></p> <p>Map and Map Key</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Review Letters li* (Short i), Gg*, Dd*, Rr*</li> <li>• Review words with i (Short i), g, d, r</li> <li>• Blending Review</li> </ul> <p><b>Words to Know (HFW):</b></p> <p>Review is, how, find, this, will, be, go, for</p> <p><b>Fluency:</b></p> <p>Reading Rate</p>	<p><b>Selection Vocabulary:</b></p> <p>expected (v), display (n), museum (n), quarry (n)</p> <p><b>Oral Vocabulary:</b></p> <p>apologized, attention, confusion, notice, snooze, webbed</p> <p><b>Vocabulary Strategy:</b></p> <p>Synonyms</p>	<p><b>Comprehension Skill:</b></p> <p>Sequence of Events</p> <ul style="list-style-type: none"> <li>• GO: Flow Chart</li> </ul> <p><b>Comprehension Strategy:</b></p> <p>Visualize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• High-Frequency Words</li> <li>• Role of Author **</li> </ul>	<p><b>Extend Through Media Literacy</b></p> <p>Identify Media Forms and Techniques</p> <p><b>Listening and Speaking:</b></p> <p>Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish Fantasy from Realism</li> <li>• Form Questions: Use and Respond to Question Words</li> <li>• Parts of a Book: Front and Back Covers, Title Page</li> <li>• Parts of a Book: Table of Contents, Page Numbers</li> </ul>	<p><b>Grammar Skill:</b></p> <p>Verbs: Past, Present, Future</p> <p><b>Writing Mode:</b></p> <p>Write to Narrate (Personal Narrative): Story (Exact Nouns)</p> <p><b>Focus Trait:</b></p> <p>Word Choice</p>	<ul style="list-style-type: none"> <li>• <i>The Big Dig</i></li> <li>• <i>We Fit</i></li> </ul>
MAIN SELECTIONS			PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	WRITING		
EXTENDING THE COMMON CORE	<p><b>Big Book:</b> <i>What Is Science?</i> Genre: Informational Text (Science)</p> <p><b>Big Book:</b> <i>Curious George’s Dinosaur Discovery</i> Genre: Fantasy</p>		<p><b>Phonemic Awareness/Phonics:</b></p> <p>Vowel Aa and the Long a Sound</p> <p><b>Phonemic Awareness/Phonics:</b></p> <p>Long i CV Words</p>	<p><b>Vocabulary Strategy:</b></p> <p>Prefixes (re-, un-, pre-)</p>	<p><b>Comprehension:</b></p> <p>Understand Unknown Words</p>		<p><b>Writing:</b></p> <p>Publish Using Digital Tools</p>	

\*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
\*\*Formal lesson for Concepts of Print skill on Day 2.

\*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.  
\*\*La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.



UNIT 5: GROWING AND CHANGING

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
21	<p><b>Big Book:</b> <i>The Best of Friends</i> Genre: Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>Simon and Molly plus Hester</i> Genre: Realistic Fiction</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>Poems About Friends</li> <li>“My Friend”</li> <li>“The More We Get Together”</li> <li>“Make New Friends”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhyme</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter: Oo* (Short o)</li> <li>Words with o (Short o)</li> <li>Adding -s (/s/, /z/) (no formal lesson)</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> make, play</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> especially (adv.), market (n), messy (adj.), sometimes (adv.)</p> <p><b>Oral Vocabulary:</b> idea, just, plain, teach, together, until</p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><b>Comprehension Skill:</b> Understanding Characters</p> <ul style="list-style-type: none"> <li>GO: T-Map</li> </ul> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Directionality: Top to Bottom, Left to Right **</li> <li>Compound Words</li> </ul>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>Different Types of Print Materials</li> <li>Parts of a Library</li> <li>Alphabetical Order</li> <li>Use Newspapers</li> </ul>	<p><b>Grammar Skill:</b> Pronouns: he, she, we</p> <p><b>Writing Mode:</b> Write to Inform: Lists (Structure of Numbered Lists)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li><i>Make It Pop!</i></li> <li><i>My Dog Tom</i></li> </ul>
22	<p><b>Big Book:</b> <i>Leo the Late Bloomer</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>A Tiger Grows Up</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> “What Can a Baby Animal Do?” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Labels</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letters Xx *, Jj *</li> <li>Words with x, j</li> <li>Blending Words</li> </ul> <p><b>Words to Know(HFW):</b> said, good</p> <p><b>Fluency:</b> Reading Rate</p>	<p><b>Selection Vocabulary:</b> bloomer (n), patience (n), signs (n), sloppy (adj.)</p> <p><b>Oral Vocabulary:</b> blend, (tiger) cub, den, pounces, prey, scraps</p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><b>Comprehension Skill:</b> Story Structure</p> <ul style="list-style-type: none"> <li>GO: Story Map</li> </ul> <p><b>Comprehension Strategy:</b> Analyze/Evaluate</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Punctuation: Quotation Marks **</li> <li>Capitalization: First Letter in a Name</li> </ul>	<p><b>Extend Through Research</b> Ask Questions</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>Different Types of Print Materials</li> <li>Parts of a Library</li> <li>Alphabetical Order</li> <li>Use Newspapers</li> </ul>	<p><b>Grammar Skill:</b> Pronouns: they, it, I</p> <p><b>Writing Mode:</b> Write to Inform: Lists (Structure of Numbered Lists)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li><i>A Good Job</i></li> <li><i>Fix It!</i></li> </ul>
23	<p><b>Big Book:</b> <i>Zinnia’s Flower Garden</i> Genre: Informational Text (Social Studies)</p> <p><b>Read Aloud Book:</b> <i>Oscar and the Frog</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> “Growing Sunflowers” Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> Directions</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Blend and Segment Phonemes</li> <li>Substitute Phonemes</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letter Ee* (Short e)</li> <li>Words with e (Short e)</li> <li>Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> she, all</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</p> <p><b>Oral Vocabulary:</b> tadpole, stared, gills, hatch, shrink, (river) bank</p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><b>Comprehension Skill:</b> Sequence of Events</p> <ul style="list-style-type: none"> <li>GO: Flow Chart</li> </ul> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b> Using Graphics **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms and Techniques</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>Different Types of Print Materials</li> <li>Parts of a Library</li> <li>Alphabetical Order</li> <li>Use Newspapers</li> </ul>	<p><b>Grammar Skill:</b> Proper Nouns for Days and Months</p> <p><b>Writing Mode:</b> Write to Inform: Invitations (Lists, Sentence Fluency)</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li><i>My Pet Dog</i></li> <li><i>Ben and Jen</i></li> </ul>



UNIT 5: GROWING AND CHANGING (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
24	<p><b>Big Book:</b> <i>Chameleon, Chameleon</i> Genre: Informational Text (Science)</p> <p><b>Read Aloud Book:</b> <i>Red Eyes or Blue Feathers</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> "Amazing Animal Bodies" Genre: Informational Text (Science)</p> <p><b>Text Focus Skill</b> • Photos • Magazine Article</p>	<p><b>Phonemic Awareness:</b> • Blend and Segment Phonemes • Substitute Phonemes</p> <p><b>Phonics:</b> • Letters Hh*, Kk * • Words with h, k • Blending Words</p> <p><b>Words to Know (HFW):</b> he, no</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</p> <p><b>Oral Vocabulary:</b> communicate, mood, scent, sly, survive, temperature</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Describing Words</p>	<p><b>Comprehension Skill:</b> Conclusions • GO: Inference Map</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b> • Sound Words • Types, Functions of Print Materials **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms and Techniques</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b> • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p><b>Grammar Skill:</b> Questions (Capitalization and Punctuation)</p> <p><b>Writing Mode:</b> Write to Inform: Report (Dictate Facts)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Hog in a Hat</i></li> <li>• <i>Kid Hid</i></li> </ul>
25	<p><b>Big Book:</b> <i>Pie in the Sky</i> Genre: Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>Bread Comes to Life</i> Genre: Informational Text (Science)</p>	<p><b>Paired Selection:</b> "From Apple Tree to Store" Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Chart</p>	<p><b>Phonemic Awareness:</b> • Blend and Segment Phonemes • Substitute Phonemes</p> <p><b>Phonics:</b> • Review Letters Oo* (Short o), Xx*, Jj*, Ee* (short e), Hh*, Kk* • Words with o (Short o), x, j, e (Short e), h, k • Blending Review</p> <p><b>Words to Know (HFW):</b> Review make, play, said, good, she, all, he, no</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> buds (n), damp (adj.), feast (n), finally (adv.)</p> <p><b>Oral Vocabulary:</b> crop, golden, patch, sprout, sturdy, grind</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Seasons</p>	<p><b>Comprehension Skill:</b> Text and Graphic Features • GO: T-Map</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b> • Using Pictures, Text • Types, Functions of Print Materials **</p>	<p><b>Extend Through Research</b> Identify Sources</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b> • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p><b>Grammar Skill:</b> Exclamations (Capitalization and Punctuation)</p> <p><b>Writing Mode:</b> Write to Inform: Report (Dictate Facts)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Six Pigs Hop</i></li> <li>• <i>Play Kid, Play</i></li> </ul>
MAIN SELECTIONS			PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	GRAMMAR		
EXTENDING THE COMMON CORE	<p><b>Big Book:</b> <i>Zinnia's Flower Garden</i> Genre: Informational Text (Social Studies)</p> <p><b>Paired Selection:</b> <i>Growing Sunflowers</i> Genre: Informational Text (Science)</p>		<p><b>Phonemic Awareness/Phonics:</b> Long o CV Words</p> <p><b>Phonemic Awareness/Phonics:</b> Long e CV Words</p> <p><b>Phonemic Awareness/Phonics:</b> Building and Reading Words</p>	<p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><b>Comprehension:</b> Compare and Contrast Procedures</p>		<p><b>Grammar:</b> Interrogatives</p>	
	<p><b>Big Book:</b> <i>Chameleon, Chameleon</i> Genre: Informational Text (Science)</p>							
	<p><b>Big Book:</b> <i>The Best of Friends</i> Genre: Realistic Fiction</p>							



UNIT 6: LOOK AT US

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
26	<p><b>Big Book:</b> <i>Something Special</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>Curious George Makes Pancakes</i> Genre: Fantasy</p>	<p><b>Paired Selection:</b> “Jobs People Do” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos</p>	<p><b>Phonemic Awareness:</b> Substitute Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letter Uu* (Short u)</li> <li>• Words with u (Short u)</li> <li>• Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> do, down</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> butterfingers (n), magician (n), trophy (n), whiz (n)</p> <p><b>Oral Vocabulary:</b> assistant, enormous, generous, mayor, shocked, volunteers</p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><b>Comprehension Skill:</b> Cause and Effect • GO: T-Map</p> <p><b>Comprehension Strategy:</b> Visualize</p> <p><b>Concepts of Print</b> Types, Functions of Print Materials **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use a Map</li> <li>• Use a Calendar</li> </ul>	<p><b>Grammar Skill:</b> Nouns: Singular and Plural</p> <p><b>Writing Mode:</b> Write to Express: Response to Literature (Sentence Frames, Expressing an Opinion)</p> <p><b>Focus Trait:</b> Voice</p>	<ul style="list-style-type: none"> <li>• <i>All In</i></li> <li>• <i>Bug and Cat</i></li> </ul>
27	<p><b>Big Book:</b> <i>One of Three</i> Genre: Realistic Fiction</p> <p><b>Read Aloud Book:</b> <i>Someone Bigger</i> Genre: Humorous Fiction</p>	<p><b>Paired Selection:</b> “Cross-Country Trip” Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Map</p>	<p><b>Phonemic Awareness:</b> Substitute Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letters Ll *, Ww*</li> <li>• Words with l, w</li> <li>• Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> have, help</p> <p><b>Fluency:</b> Read with Expression</p>	<p><b>Selection Vocabulary:</b> since (adv.), invited (v), remember (v), triplets (n)</p> <p><b>Oral Vocabulary:</b> creatures, firmly, kite, launched (a kite), light, replied</p> <p><b>Vocabulary Strategy:</b> Classify and Categorize: Places</p>	<p><b>Comprehension Skill:</b> Compare and Contrast • GO: Venn Diagram</p> <p><b>Comprehension Strategy:</b> Monitor/Clarify</p> <p><b>Concepts of Print</b> Parts of a Book: Front and Back Covers, Title Page, Dedication Page **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms and Techniques</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use a Map</li> <li>• Use a Calendar</li> </ul>	<p><b>Grammar Skill:</b> Subject-Verb Agreement (Past, Present, Future)</p> <p><b>Writing Mode:</b> Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Win a Cup!</i></li> <li>• <i>Wes Can Help</i></li> </ul>
28	<p><b>Big Book:</b> <i>You Can Do It, Curious George!</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>The Little Engine That Could</i> Genre: Fantasy</p>	<p><b>Paired Selections:</b></p> <ul style="list-style-type: none"> <li>• Poems About Things You Can Do</li> <li>• “Whistling”</li> <li>• “Time to Play”</li> <li>• “Look at the Way We Brush Our Teeth”</li> </ul> <p>Genre: Poetry</p> <p><b>Text Focus Skill</b> Poetry: Rhythm</p>	<p><b>Phonemic Awareness:</b> Substitute Phonemes</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letters Vv*, Zz*</li> <li>• Words with v, z</li> <li>• Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> look, out</p> <p><b>Fluency:</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary:</b> prize (n), different (adj.), chef (n), slope (n)</p> <p><b>Oral Vocabulary:</b> bellowed, dingy, rumbled, valley, waiters, weary</p> <p><b>Vocabulary Strategy:</b> Context Clues</p>	<p><b>Comprehension Skill:</b> Story Structure • GO: Story Map</p> <p><b>Comprehension Strategy:</b> Infer/Predict</p> <p><b>Concepts of Print</b> • Environmental Print **</p>	<p><b>Extend Through Media Literacy</b> Identify Media Forms</p> <p><b>Listening and Speaking:</b> Share Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use a Map</li> <li>• Use a Calendar</li> </ul>	<p><b>Grammar Skill:</b> Subject-Verb Agreement (Past, Present, Future)</p> <p><b>Writing Mode:</b> Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</p> <p><b>Focus Trait:</b> Ideas</p>	<ul style="list-style-type: none"> <li>• <i>Vet on a Job!</i></li> <li>• <i>Roz the Vet</i></li> </ul>



LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY	COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
29	<p><b>Big Book:</b> <i>Look at Us</i> Genre: Informational Text (Social Studies)</p> <p><b>Read Aloud Book:</b> <i>Baby Brains</i> Genre: Fiction</p>	<p><b>Paired Selection:</b> "The Three Little Pigs" Genre: Fairy Tale (Traditional Tale)</p> <p><b>Text Focus Skill</b> Characteristics of a Fairy Tale</p>	<p><b>Phonemic Awareness:</b> Track Syllables</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Letters Yy*, Qq* (qu)</li> <li>• Words with y, q (qu)</li> <li>• Blending Words</li> </ul> <p><b>Words to Know (HFW):</b> off, take</p> <p><b>Fluency:</b> Reading Rate</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>Vocabulary Strategy:</b> Figurative Language</p>	<p><b>Comprehension Skill:</b> Main Idea and Details</p> <ul style="list-style-type: none"> <li>• GO: Web Map</li> </ul> <p><b>Comprehension Strategy:</b> Question</p> <p><b>Concepts of Print</b> Types, Functions of Print Materials **</p>	<p><b>Extend Through Research</b> Gather and Record Information</p> <p><b>Listening and Speaking:</b> Share Information and Ideas</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use Maps</li> <li>• Use Calendars</li> </ul>	<p><b>Grammar Skill:</b> Prepositions: for, to, with</p> <p><b>Writing Mode:</b> Write to Express Poems</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• Not Yet</li> <li>• Can Not Quit Yet</li> </ul>
30	<p><b>Big Book:</b> <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>Pet Show!</i> Genre: Realistic Fiction</p>	<p><b>Paired Selection:</b> "Schools Then and Now" Genre: Informational Text (Social Studies)</p> <p><b>Text Focus Skill</b> Photos and Captions</p>	<p><b>Phonemic Awareness:</b> Track Syllables</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u)</li> <li>• Blending Review</li> <li>• Words with -s, -ing</li> </ul> <p><b>Words to Know (HFW):</b> Review do, down, have, help, look, out, off, take</p> <p><b>Fluency:</b> Read with Expression</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>Vocabulary Strategy:</b> Environmental Print</p>	<p><b>Comprehension Skill:</b> Understanding Characters</p> <ul style="list-style-type: none"> <li>• GO: T-Map</li> </ul> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>• Capitalization: First Letter in a Name</li> <li>• Environmental Print **</li> </ul>	<p><b>Extend Through Research</b> Record and Publish Research</p> <p><b>Listening and Speaking:</b> Share Information</p> <p><b>Study Skills:</b></p> <ul style="list-style-type: none"> <li>• Give an Oral Report</li> <li>• Use Visuals and Props</li> <li>• Use Maps</li> <li>• Use Calendars</li> </ul>	<p><b>Grammar Skill:</b> Prepositions: in, on, up, out</p> <p><b>Writing Mode:</b> Write to Express Poems</p> <p><b>Focus Trait:</b> Organization</p>	<ul style="list-style-type: none"> <li>• Max Is Down</li> <li>• A Fun Job</li> </ul>
	MAIN SELECTIONS		PHONEMIC AWARENESS/ PHONICS		COMPREHENSION		GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p><b>Big Book:</b> <i>One of Three</i> Genre: Realistic Fiction</p> <p><b>Big Book:</b> <i>Something Special</i> Genre: Fantasy</p> <p><b>Big Book:</b> <i>Look at Us</i> Genre: Informational Text (Social Studies)</p> <p><b>Big Book:</b> <i>You Can Do It, Curious George!</i> Genre: Fantasy</p> <p><b>Read Aloud Book:</b> <i>Curious George Makes Pancakes</i> Genre: Fantasy</p>		<p><b>Phonemic Awareness/Phonics:</b> Vowel Uu and the Long u Sound</p> <p><b>Phonemic Awareness/Phonics:</b> Vowels and Consonants</p>		<p><b>Comprehension:</b> Name the Author and Illustrator</p>		<p><b>Grammar:</b> Plural Nouns</p> <p><b>Grammar:</b> Prepositions (from, of, by)</p>	<p><b>Writing:</b> Response to Literature</p>



FAST TRACK

MAIN SELECTIONS	PHONEMIC AWARENESS/PHONICS
<p><b>Reading Adventures Magazine</b>  <b>Decodable Story:</b>                      “How Can We Go?”                      (Long o, e CV Words)                      Genre: Realistic Fiction</p>	<p><b>Phonemic Awareness/Phonics:</b>                      Review Long i, o, e CV Words</p> <p><b>Decodable Story:</b>                      Read “How Can We Go?”</p>
<p><b>Decodable Story</b>                      “Can I Play?”                      (Long i CV Words)                      Genre: Realistic Fiction</p>	<p><b>Decodable Story:</b>                      Read “Can I Play?”</p> <p><b>Phonemic Awareness/Phonics:</b>                      Long a CVCe Words</p>
<p><b>Decodable Story</b>                      “Get Set! Dive!”                      (Long a, i CVCe Words)                      Genre: Fantasy</p>	<p><b>Phonemic Awareness/Phonics:</b>                      Long i CVCe Words</p> <p><b>Decodable Story:</b>                      Read “Get Set! Dive!”</p>
<p><b>Decodable Story</b>                      “Luke, June, and Rose”                      (Long o, u CVCe Words)                      Genre: Realistic Fiction</p>	<p><b>Phonemic Awareness/Phonics:</b>                      Independent Reading</p> <p><b>Phonemic Awareness/Phonics:</b>                      Long o CVCe Words</p> <p><b>Phonemic Awareness/Phonics:</b>                      Long u CVCe Words</p> <p><b>Decodable Story:</b>                      Read “Luke, June, and Rose”</p>

\*Penmanship addressed with Phonics skill on Day 1 and/or Day 2.  
 \*\*Formal lesson for Concepts of Print skill on Day 2.

\*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.  
 \*\*La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.

# JOURNEYS

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