

JOURNEYS

COMMON CORE

SCOPE AND SEQUENCE

Grade 1



Lesson	Selections	Concepts of Print	Alphabet Routine	Phonemic Awareness	Letters and Sounds	High-Frequency Words
Back to School (one week)	Big Books • Jack's Talent • Back to School	• Print Represents Speech (Introductions and Names) • Letters, Words, and Sentences • Photo Captions (Names of Countries) • Environmental Print • Punctuation Marks and Intonation	• Identify Letters • Alphabet Song • Place Names • Name and Match Letters • Alphabet Sequence • Print Uppercase and Lowercase Letters of the Alphabet	• Distinguish Vowel Sounds • Blend Phonemes • Isolate Phonemes • Segment Phonemes • Rhyming Words	• Short <i>a</i> • Consonants <i>m, s, t, c</i> • Phonogram <i>-at</i>	<i>I</i> <i>to</i> <i>like</i> <i>a</i> <i>see</i> <i>the</i> <i>we</i> <i>go</i> <i>is</i> <i>are</i>

Grade 1: Unit 1

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
1	Anchor Text What Is a Pal? Genre: Informational Text Paired Selection Friends Forever Genre: Poetry Decodable Reader Selections Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan	Target Skill Main Idea Target Strategy Summarize Supporting Skills Genre: Informational Text	Phonemic Awareness Beginning Sound Blend Phonemes Phonics Short <i>a</i> Consonants <i>n, d</i> Consonants <i>p, f</i>	Fluency Accuracy: Word Recognition High-Frequency Words <i>and, be, help, play, with, you</i>	Read Aloud The Lion and the Mouse Listening/Speaking: Listening Comprehension Speaking and Listening Skill How to Have a Good Discussion	Selection Vocabulary <i>fun, pal, pet, what</i> Oral Vocabulary <i>beautiful, excellent, invitation, miss, ruin, suddenly</i> Domain-Specific Vocabulary <i>ally, relative, aid</i> Vocabulary Strategies Classify and Categorize Words	Spelling Principle Words with Short <i>a</i> Spelling Words Basic: <i>am, at, sat, man, dad, mat</i>	Grammar Skill Nouns	Writing Mode Narrative Writing Writing Form Labels Focus Trait Ideas Write About Reading Performance Task
2	Anchor Text The Storm Genre: Realistic Fiction Paired Selection Storms! Genre: Informational Text Decodable Reader Selections Can It Fit? I Ran Sid Pig Pam	Target Skill Understanding Characters Target Strategy Infer/Predict Supporting Skills Genre: Realistic Fiction	Phonemic Awareness Beginning Sound Blend Phonemes Phonics Short <i>i</i> Consonants <i>r, h /z/s</i> Consonants <i>b, g</i> Phonogram <i>-it</i>	Fluency Accuracy: Words Connected in Text High-Frequency Words <i>for, have, he, look, too, what</i>	Read Aloud Susie and the Bandits Listening/Speaking: Listening Comprehension Speaking and Listening Skill Ask and Answer Questions	Selection Vocabulary <i>storm, Pop, come, wet, bed</i> Oral Vocabulary <i>bandits, brave, chattered, ears, steady, still</i> Domain-Specific Vocabulary <i>precipitation, thermometer, lightning</i> Vocabulary Strategies Context Clues	Spelling Principle Words with Short <i>i</i> Spelling Words Basic: <i>if, is, him, rip, fit, pin</i>	Grammar Skill Possessives	Writing Mode Narrative Writing Writing Form Captions Focus Trait Ideas Write About Reading Performance Task

READING LIT & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
3	<p>Anchor Text Curious George at School Genre: Fantasy</p> <p>Paired Selection School Long Ago Genre: Informational Text</p> <p>Decodable Reader Selections Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Beginning Sound Blend Phonemes</p> <p>Phonics Short o Consonants /, x Inflection -s</p>	<p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words do, find, funny, sing, no, they</p>	<p>Read Aloud Stone Stew</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Using Visuals</p>	<p>Selection Vocabulary curious, school, this, George, kids, mess, paints, job</p> <p>Oral Vocabulary apart, crept, proud, sneaked, snout, worried</p> <p>Domain-Specific Vocabulary mascot, educator, principal</p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Words with Short o</p> <p>Spelling Words Basic: log, dot, top, hot, lot, ox</p>	<p>Grammar Skill Action Verbs • Present Tense</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>
4	<p>Anchor Text Lucia's Neighborhood Genre: Informational Text</p> <p>Paired Selection City Mouse and Country Mouse Genre: Fable</p> <p>Decodable Reader Selections Pals Ned Ken and Vic My Pets</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Beginning Sound Blend Phonemes</p> <p>Phonics Short e Consonants y, w Consonants k, v, j Phonogram -et</p>	<p>Fluency Intonation</p> <p>High-Frequency Words all, does, here, me, my, who</p>	<p>Read Aloud Painting Word Pictures</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street</p> <p>Oral Vocabulary canvas, combinations, ease, important, rhythm, row</p> <p>Domain-Specific Vocabulary urban, citizen, services</p> <p>Vocabulary Strategies Alphabetical Order</p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: yet, web, pen, wet, leg, hen</p>	<p>Grammar Skill Adjectives • Size and Shape</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Class Story</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Using Text Features</p>
5	<p>Anchor Text Gus Takes the Train Genre: Fantasy</p> <p>Paired Selection City Zoo Genre: Informational Text</p> <p>Decodable Reader Selections Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Genre: Fantasy</p>	<p>Phonemic Awareness Final Sound Segment Phonemes</p> <p>Phonics Short u Consonants qu, z</p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words friend, full, good, hold, many, pull</p>	<p>Read Aloud Training Around the Town</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary takes, conductor, train, window</p> <p>Oral Vocabulary alleys, dash, ferry, space, subways, sealed</p> <p>Domain-Specific Vocabulary habitat, diet, conservation</p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: up, bug, mud, nut, hug, tub</p>	<p>Grammar Skill Adjectives • Color and Number</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Class Story</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Class Report</p>

	READING LIT & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE	WRITING				
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
6	<p>Anchor Text Jack and the Wolf Genre: Fable</p> <p>Paired Selection The Three Little Pigs Genre: Fairy Tale</p> <p>Decodable Reader Selections Ann Packs Tess and Jack A Duck in Mud Ducks Quack</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Story Message</p>	<p>Phonemic Awareness Final Sound Segment Phonemes</p> <p>Phonics Review Short <i>a</i> Double Final Consonants and <i>ck</i> Phonogram <i>-ack</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>away, call, come, every, hear, said</i></p>	<p>Read Aloud Night of the Wolf</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Ask and Answer Questions: About Stories</p>	<p>Selection Vocabulary <i>sheep, trick, wolf, once upon a time</i></p> <p>Oral Vocabulary <i>clang, fault, figure, jumbled, plenty, tossed</i></p> <p>Domain-Specific Vocabulary <i>moral, consequence, tradition</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with Short <i>a</i></p> <p>Spelling Words Basic: <i>an, bad, can, had, cat, ran</i> Challenge: <i>add, pass</i></p>	<p>Grammar Skill Complete Sentences</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>
7	<p>Anchor Text How Animals Communicate Genre: Informational Text</p> <p>Paired Selection Insect Messages Genre: Informational Text</p> <p>Decodable Reader Selections Brad and Cris What Did Dad Get? Crabs The Big Job</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonemic Awareness Segment Phonemes Blend Phonemes</p> <p>Phonics Review Short <i>i</i> Clusters with <i>r</i> Phonogram <i>-ip</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>animal, how, make, of, some, why</i></p>	<p>Read Aloud Prairie Dogs</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Discuss Informational Text: Compare and Contrast</p>	<p>Selection Vocabulary <i>baby, bees, bird, dance, down, elephants, food, smell</i></p> <p>Oral Vocabulary <i>agreement, crowd, discussed, warn, creek, bills</i></p> <p>Domain-Specific Vocabulary <i>behavior, instinct, senses</i></p> <p>Vocabulary Strategies Using a Glossary</p>	<p>Spelling Principle Words with Short <i>i</i></p> <p>Spelling Words Basic: <i>in, will, did, sit, six, big</i> Challenge: <i>trip, grin</i></p>	<p>Grammar Skill Commas in a Series</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Poetry</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>
8	<p>Anchor Text A Musical Day Genre: Realistic Fiction</p> <p>Paired Selection Drums Genre: Informational Text</p> <p>Decodable Reader Selections Our Flag The Plan Our Sled Club The Pet Club</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Narrator</p>	<p>Phonemic Awareness Segment Phonemes Middle Sound</p> <p>Phonics Review Short <i>o</i> Clusters with <i>l</i> Phonogram <i>-ock</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>her, now, our, she, today, would</i></p>	<p>Read Aloud The Neighbors</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>aunt, band, guitars, music</i></p> <p>Oral Vocabulary <i>crisp, edges, faraway, peeked, smudge, village</i></p> <p>Domain-Specific Vocabulary <i>percussion, composer, rehearse</i></p> <p>Vocabulary Strategies Define Words</p>	<p>Spelling Principle Words with Short <i>o</i></p> <p>Spelling Words Basic: <i>on, got, fox, pop, not, hop</i> Challenge: <i>block, clock</i></p>	<p>Grammar Skill Statements</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Thank-You Note</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills How to Make a Musical Instrument</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
9	<p>Anchor Text Dr. Seuss Genre: Biography</p> <p>Paired Selection Two Poems from Dr. Seuss Genre: Poetry</p> <p>Decodable Reader Selections Step Up! Splat! Splat! Nuts for Ben and Jen Miss Tess Was Still</p>	<p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Genre: Biography</p>	<p>Phonemic Awareness Segment Phonemes Middle Sound</p> <p>Phonics Review Short e Blends with s</p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>after, draw, pictures, read, was, write</i></p>	<p>Read Aloud The Little Red Hen</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>books, Dr., hit, rhymes, wrote</i></p> <p>Oral Vocabulary <i>trip, yanking, twice, awake, wonder, try</i></p> <p>Domain-Specific Vocabulary <i>literature, verse, paragraph</i></p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: <i>yes, let, red, ten, bed, get</i> Challenge: <i>sled, step</i></p>	<p>Grammar Skill Singular and Plural Nouns</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Ask and Answer Questions Using Information from Media</p>
10	<p>Anchor Text A Cupcake Party Genre: Fantasy</p> <p>Paired Selection Happy Times Genre: Poetry</p> <p>Decodable Reader Selections Who Likes to Jump? The Lost Cat Flint and Scamp The List</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Dialogue</p>	<p>Phonemic Awareness Segment Phonemes Middle Sound</p> <p>Phonics Review Short u Final Blends Phonogram -ump</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>eat, give, one, put, small, take</i></p>	<p>Read Aloud Chipper Chips In</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Discuss Sensory Words and Words About Feelings</p>	<p>Selection Vocabulary <i>baked, cupcakes, party, tree</i></p> <p>Oral Vocabulary <i>enemies, forest, hibernate, must, pouches, predators</i></p> <p>Domain-Specific Vocabulary <i>emotion, esteem, zeal</i></p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: <i>us, sun, but, fun, bus, run</i> Challenge: <i>jump, must</i></p>	<p>Grammar Skill Using <i>a, an, and the</i></p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Description</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
Extended Reading	<p>Trade Book From Seed to Pumpkin Genre: Informational Text</p>	<p>Target Strategies Summarize Monitor/Clarify</p>				<p>Content Vocabulary Words <i>moist, energy, prickly, tends, attract, wither, bare, remain</i></p>			

	READING LIT & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE	WRITING				
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
11	<p>Anchor Text At Home in the Ocean Genre: Informational Text</p> <p>Paired Selection Water Genre: Informational Text</p> <p>Decodable Reader Selections Seth and Beth Zeb Yak The Duck Nest Animal Moms</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Details</p>	<p>Phonemic Awareness Blend Phonemes Segment Phonemes</p> <p>Phonics Digraph <i>th</i> Base Words and -s, -es, -ed, -ing Endings</p>	<p>Fluency Phrasing Punctuation</p> <p>High-Frequency Words <i>blue, cold, far, little, live, their, water, where</i></p>	<p>Read Aloud The Piano Lessons</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales</i></p> <p>Oral Vocabulary <i>companions, exchange, gracefully, portions, practice, strict</i></p> <p>Domain-Specific Vocabulary <i>arctic, current, tidal</i></p> <p>Vocabulary Strategies Classify and Categorize Color Words</p>	<p>Spelling Principle Words with <i>th</i></p> <p>Spelling Words Basic: <i>that, then, this, them, with, bath</i> Challenge: <i>thick, tenth</i></p>	<p>Grammar Skill Proper Nouns</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Sentences That Inform (adverbs)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Facts About an Ocean Animal and Its Habitat</p>
12	<p>Anchor Text How Leopard Got His Spots Genre: Folktale</p> <p>Paired Selection The Rain Forest Genre: Informational Text</p> <p>Decodable Reader Selections Scratch, Chomp Rich Gets a Dog Champs Kits, Chicks, and Pups</p>	<p>Target Skill Sequence of Events</p> <p>Strategy Question</p> <p>Supporting Skills Story Lesson</p>	<p>Phonemic Awareness Blend and Segment Phonemes Substitute Initial Phonemes</p> <p>Phonics Digraphs <i>ch, tch</i> Possessives with 's Phonogram <i>-atch</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>been, brown, know, never, off, out, own, very</i></p>	<p>Read Aloud Turtle, Frog, and Rat</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Giving Clear Descriptions</p>	<p>Selection Vocabulary <i>danced, flowers, giraffe, hyena, leopard, paint, zebra</i></p> <p>Oral Vocabulary <i>adventure, frisky, shivered, spied, tumbled, view</i></p> <p>Domain-Specific Vocabulary <i>predator, primate, jungle</i></p> <p>Vocabulary Strategies Homophones</p>	<p>Spelling Principle Words with <i>ch, tch</i></p> <p>Spelling Words Basic: <i>chin, chop, much, chip, rich, chick</i> Challenge: <i>match, pitch</i></p>	<p>Grammar Skill Commands</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Sentence Fluency</p> <p>Write About Reading Performance Task</p>
13	<p>Anchor Text Seasons Genre: Informational Text</p> <p>Paired Selection Four Seasons for Animals Genre: Informational Text</p> <p>Decodable Reader Selections Phil's New Bat In a Rush Ralph Goes to Camp Trish's Gift</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Sound Words</p>	<p>Phonemic Awareness Blend and Segment Phonemes</p> <p>Phonics Digraphs <i>sh, wh, ph</i> Contractions with 's, n't</p>	<p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>down, fall, goes, green, grow, new, open, yellow</i></p>	<p>Read Aloud The Prickly Pride of Texas</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Discuss Informational Text: Compare and Contrast</p>	<p>Selection Vocabulary <i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i></p> <p>Oral Vocabulary <i>bouquet, burst, glows, plow, shrivel, vines</i></p> <p>Domain-Specific Vocabulary <i>weather, cycle, sunlight</i></p> <p>Vocabulary Strategies Word Endings <i>-ed, -ing, or -s</i></p>	<p>Spelling Principle Words with <i>sh, wh, ph</i></p> <p>Spelling Words Basic: <i>ship, shop, which, when, whip, fish</i> Challenge: <i>shell, graph</i></p>	<p>Grammar Skill Subjects and Verbs • Subject-Verb Agreement</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Sentences That Inform</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>

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Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
14	<p>Anchor Text The Big Race Genre: Fantasy</p> <p>Paired Selection Rules and Laws Genre: Informational Text</p> <p>Decodable Reader Selections Tate's Cakes Dave and the Whales A Safe Lodge The Race</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Cause and Effect</p>	<p>Phonemic Awareness Middle Sound Substitute Medial Phonemes</p> <p>Phonics Long <i>a</i> (CVCe) Phonogram <i>-ake</i> Soft <i>c, g, dge</i> Phonogram <i>-ace</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>four, five, into, over, starts, three, two, watch</i></p>	<p>Read Aloud The Tortoise and the Hare</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking About a Topic</p>	<p>Selection Vocabulary <i>cottontail, hay, hooray, lizard, race, roadrunner</i></p> <p>Oral Vocabulary <i>cactus, habitat, mainly, search, stems, howl</i></p> <p>Domain-Specific Vocabulary <i>legal, rule, duty</i></p> <p>Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with Long <i>a</i></p> <p>Spelling Words Basic: <i>came, make, brave, late, gave, shape</i> Challenge: <i>waves, chases</i></p>	<p>Grammar Skill Verbs and Time • Present and Past Tense</p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>
15	<p>Anchor Text Animal Groups Genre: Informational Text</p> <p>Paired Selection Animal Picnic Genre: Play</p> <p>Decodable Reader Selections Mike's Bike The Nest The Nice Vet Kite Time</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Text and Graphic Features</p>	<p>Phonemic Awareness Middle Sound Substitute Medial Phonemes</p> <p>Phonics Long <i>i</i> (CVCe) Digraphs <i>kn, wr, gn, mb</i> Phonograms <i>-ine, -ite</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>bird, both, eyes, fly, long, or, those, walk</i></p>	<p>Read Aloud The Dancing Wolves</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</i></p> <p>Oral Vocabulary <i>alert, directions, scale, sensitive, swivel, threatened</i></p> <p>Domain-Specific Vocabulary <i>trait, adapt, survive</i></p> <p>Vocabulary Strategies Suffixes <i>-er, -est</i></p>	<p>Spelling Principle Words with Long <i>i</i></p> <p>Spelling Words Basic: <i>time, like, kite, bike, white, drive</i> Challenge: <i>stripe, mice</i></p>	<p>Grammar Skill The Verb <i>be</i> • Using <i>is, are, was</i> and <i>were</i></p>	<p>Writing Mode Informative Writing</p> <p>Writing Form Report</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Ask and Answer Questions Using Information from Media</p>

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Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
16	<p>Anchor Text Let's Go to the Moon! Genre: Informational Text</p> <p>Paired Selection Mae Jemison Genre: Biography</p> <p>Decodable Reader Selections Go, Jones! So Much Fun June's Pictures My Mule, Duke</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Question</p> <p>Supporting Skills Author's Purpose</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Distinguish Vowel Sounds</p> <p>Phonics Long o (CV, CVCe) Long u (CVCe)</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>around, because, before, bring, carry, light, show, think</i></p>	<p>Read Aloud One Giant Leap</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>crater, footprints, gravity, lunar, rocket, rover</i></p> <p>Oral Vocabulary <i>atmosphere, decision, landscape, miniature, surface, vast</i></p> <p>Domain-Specific Vocabulary <i>star, orbit, planet</i></p> <p>Vocabulary Strategies Suffixes -y, -ful</p>	<p>Spelling Principle Words with Long o</p> <p>Spelling Words Basic: <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i> Challenge: <i>chose, wrote</i></p>	<p>Grammar Skill Questions • What Is a Question? • Writing Questions</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences About Yourself (main idea)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Using Text Features</p>
17	<p>Anchor Text The Big Trip Genre: Fantasy</p> <p>Paired Selection Lewis and Clark's Big Trip Genre: Informational Text</p> <p>Decodable Reader Selections At the Beach Who Will Teach Us? Plunk, Plunk The King's Song</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Dialogue</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Blend Phonemes Identify Final Phonemes</p> <p>Phonics Long e (CV, CVCe) Vowel Pairs <i>ee, ea</i> Final <i>ng, nk</i> Phonogram <i>-ink</i></p>	<p>Fluency Phrasing: Attention to Punctuation (Question Mark)</p> <p>High-Frequency Words <i>about, by, car, could, don't, maybe, sure, there</i></p>	<p>Read Aloud The Rainy Trip</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking to Persuade</p>	<p>Selection Vocabulary <i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i></p> <p>Oral Vocabulary <i>complain, delighted, horizon, lonely, pleaded, shelter</i></p> <p>Domain-Specific Vocabulary <i>railroad, pilot, motion</i></p> <p>Vocabulary Strategies Define Words</p>	<p>Spelling Principle Words with Long e</p> <p>Spelling Words Basic: <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i> Challenge: <i>street, please</i></p>	<p>Grammar Skill Compound Sentences • Produce and Expand Compound Sentences</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences About Yourself (details)</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>
18	<p>Anchor Text Where Does Food Come From? Genre: Informational Text</p> <p>Paired Selection Jack and the Beanstalk Genre: Fairy Tale</p> <p>Decodable Reader Selections Ray Trains Dex Sweet Treats What Will We Do? Let's Eat</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Conclusions</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final</p> <p>Phonics Vowel Pairs <i>ai, ay</i> Contractions <i>'ll, 'd</i> Phonograms <i>-ay, -ain</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>first, food, ground, right, sometimes, these, under, your</i></p>	<p>Read Aloud The Three Wishes</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Using Visuals</p>	<p>Selection Vocabulary <i>chocolate, favorite, paddies, vegetables</i></p> <p>Oral Vocabulary <i>disappointed, eagerly, fancy, scampered, slippery, spotted</i></p> <p>Domain-Specific Vocabulary <i>crop, livestock, orchard</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Vowel Pairs <i>ai, ay</i></p> <p>Spelling Words Basic: <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i> Challenge: <i>paint, spray</i></p>	<p>Grammar Skill Names of Months, Days, and Holidays • Commas in Dates</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Sentence Fluency</p> <p>Write About Reading Performance Task</p>

	READING LIT & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE	WRITING				
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
19	<p>Anchor Text Tomás Rivera Genre: Biography</p> <p>Paired Selection Life Then and Now Genre: Informational Text</p> <p>Decodable Reader Selections It Was Snow Fun Boat Rides Fun with Gram Rex Knows</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Using Context</p>	<p>Phonemic Awareness Substitute Phonemes: Medial Distinguish Vowel Sounds Combine, Segment Syllables</p> <p>Phonics Vowel Pairs <i>oa, ow</i> Contractions <i>'ve, 're</i> Phonograms <i>-ow, -oat</i></p>	<p>Fluency Intonation</p> <p>High-Frequency Words <i>done, great, laugh, paper, soon, talk, were, work</i></p>	<p>Read Aloud Christina's Work</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>Tomás Rivera, Texas, born, library, people, stories, family, teacher</i></p> <p>Oral Vocabulary <i>author, exactly, incomplete, permission, signature, welcomed</i></p> <p>Domain-Specific Vocabulary <i>invention, artifact, country</i></p> <p>Vocabulary Strategies Synonyms</p>	<p>Spelling Principle Vowel Pairs <i>oa, ow</i></p> <p>Spelling Words: Basic: <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i> Challenge: <i>flown, toast</i></p>	<p>Grammar Skill Future Tense • Future Tense Using <i>will</i> • Future Tense Using <i>going to</i></p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Report About a Famous American</p>
20	<p>Anchor Text Little Rabbit's Tale Genre: Folktale</p> <p>Paired Selection Silly Poems Genre: Poetry</p> <p>Decodable Reader Selections Bedtime for Ray Pancake Ran A Springtime Rain Rosebud</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Story Lesson</p>	<p>Phonemic Awareness Combine, Segment Syllables Recognize Syllables Identify Phonemes: Medial</p> <p>Phonics Compound Words Short Vowel /<i>ē/ea</i></p>	<p>Fluency Rate</p> <p>High-Frequency Words <i>door, more, mother, old, try, use, want, wash</i></p>	<p>Read Aloud Chicken Little</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Use Sensory Words and Words About Feelings</p>	<p>Selection Vocabulary <i>apple, Beaver, Goose, happily ever after, oh, says, sky, told</i></p> <p>Oral Vocabulary <i>calf, flooded, meadow, rippled, swarm, wade</i></p> <p>Domain-Specific Vocabulary <i>respect, opinion, kindness</i></p> <p>Vocabulary Strategies Compound Words</p>	<p>Spelling Principle: Compound Words</p> <p>Spelling Words: Basic: <i>bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself</i> Challenge: <i>rowboat, homemade</i></p>	<p>Grammar Skill Prepositions and Prepositional Phrases • Prepositional Phrases for <i>where</i> • Prepositional Phrases for <i>when</i></p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Narrative</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>
Extended Reading	<p>Trade Book Amazing Whales! Genre: Informational Text</p>	<p>Target Strategies Visualize Monitor/Clarify Analyze/Evaluate</p>				<p>Content Vocabulary Words <i>blue whale, basketball court, softballs, mammal, sperm whale, mile, giant squid, baleen, humpback whale, right whale, destroy, scientists</i></p>			

	READING LIT & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE	WRITING				
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
21	<p>Anchor Text The Garden Genre: Fantasy</p> <p>Paired Selection Garden Good Guys Genre: Informational Text</p> <p>Decodable Reader Selections Mark Shark Clark's Part At the Shore More Fun for Jake</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Repetition</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables Blend Syllables Add Phonemes</p> <p>Phonics <i>r</i>-Controlled Vowel <i>ar</i> <i>r</i>-Controlled Vowels <i>or, ore</i> Phonograms <i>-ar, -ore</i></p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>few, night, loudly, window, noise, story, shall, world</i></p>	<p>Read Aloud Grandpa's Tree</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Giving Clear Explanations</p>	<p>Selection Vocabulary <i>candles, frightened, poems, shouted, of course</i></p> <p>Oral Vocabulary <i>clever, clues, detectives, poked, sneaky, whispered</i></p> <p>Domain-Specific Vocabulary <i>prune, flower, pollen</i></p> <p>Vocabulary Strategies Prefix <i>re-</i></p>	<p>Spelling Principle <i>r</i>-Controlled Vowel <i>ar</i></p> <p>Spelling Words Basic: <i>far, arm, yard, art, jar, bar, barn, bark, card, yarn</i> Challenge: <i>smart, chart</i></p>	<p>Grammar Skill Subject Pronouns • Pronouns That Name One • Pronouns That Name More Than One</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (dialogue)</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p>
22	<p>Anchor Text Amazing Animals Genre: Informational Text</p> <p>Paired Selection The Ugly Duckling Genre: Folktale</p> <p>Decodable Reader Selections See the Birds A Bath for Mert Fox and Crow Meet Gert</p>	<p>Target Skill Conclusions</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Using Context</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables Blend Syllables</p> <p>Phonics <i>r</i>-Controlled Vowels <i>er, ir, ur</i></p>	<p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>baby, begins, eight, follow, learning, until, years, young</i></p>	<p>Read Aloud How Bat Learned to Fly</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>amazing, camel, color, dolphin, polar bear, porcupine, toes</i></p> <p>Oral Vocabulary <i>misty, promised, receive, roamed, slender, sparkling</i></p> <p>Domain-Specific Vocabulary <i>gills, skeleton, organ</i></p> <p>Vocabulary Strategies Using a Dictionary Entry</p>	<p>Spelling Principle <i>r</i>-Controlled Vowels <i>er, ir, ur</i></p> <p>Spelling Words Basic: <i>her, fern, girl, sir, stir, bird, fur, hurt, turn, third</i> Challenge: <i>curl, first</i></p>	<p>Grammar Skill The Pronouns <i>I</i> and <i>me</i></p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Sentences (vivid verbs)</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Using Text Features</p>
23	<p>Anchor Text Whistle for Willie Genre: Realistic Fiction</p> <p>Paired Selection Pet Poems Genre: Poetry</p> <p>Decodable Reader Selections Look at This! Two Good Cooks Good Homes Big Problems</p>	<p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables</p> <p>Phonics Vowel Digraph <i>/oo/</i> Syllable Pattern CVC</p>	<p>Fluency Stress</p> <p>High-Frequency Words <i>again, along, began, boy, father, house, nothing, together</i></p>	<p>Read Aloud Around the World in a Day</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking to Express an Opinion</p>	<p>Selection Vocabulary <i>carton, empty, errand, grocery, happened, pocket, shadow, whirled</i></p> <p>Oral Vocabulary <i>accent, behave, gooey, siesta, sizzling, translated</i></p> <p>Domain-Specific Vocabulary <i>shelter, caregiver, exercise</i></p> <p>Vocabulary Strategies Define Words</p>	<p>Spelling Principle Vowel Digraph <i>oo</i></p> <p>Spelling Words Basic: <i>look, book, good, hook, brook, took, foot, shook, wood, hood</i> Challenge: <i>crook, hoof</i></p>	<p>Grammar Skill Possessive Pronouns • Using <i>my, your, his, and her</i> • Using <i>mine, yours, his, and hers</i></p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Summary</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
24	<p>Anchor Text A Tree Is a Plant Genre: Informational Text</p> <p>Paired Selection Grow, Apples, Grow! Genre: Informational Text</p> <p>Decodable Reader Selections Moose's Tooth Moon News Boot's Clues Red Zed and Blue Stu</p>	<p>Target Skill Sequence of Events</p> <p>Target Strategy Question</p> <p>Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables</p> <p>Phonics Vowel Digraphs/Spelling Patterns: <i>oo, ou, ew</i> More Spellings for /oo/: <i>ue, u, u_e</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>ready, country, soil, kinds, earth, almost, covers, warms</i></p>	<p>Read Aloud Visiting Butterflies</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary <i>adult, blossoms, center, hundreds</i></p> <p>Oral Vocabulary <i>completely, gentle, lonely, recognize, reflection, settle</i></p> <p>Domain-Specific Vocabulary <i>oxygen, nutrients, reproduce</i></p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Vowel Digraphs <i>oo, ou, ew</i></p> <p>Spelling Words Basic: <i>soon, new, noon, zoo, boot, too, moon, blew, soup, you</i> Challenge: <i>grew, scoop</i></p>	<p>Grammar Skill Indefinite Pronouns</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Life Cycle Report</p>
25	<p>Anchor Text The New Friend Genre: Realistic Fiction</p> <p>Paired Selection Symbols of Our Country Genre: Informational Text</p> <p>Decodable Reader Selections Down on the Farm Scout and Count Dawn's Voice Shawn's Toys</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Narrator</p>	<p>Phonemic Awareness Substitute Vowel Sounds Identify Syllables Segment Syllables Add Phonemes</p> <p>Phonics Vowel Combinations <i>ou, ow</i> Vowel Combinations <i>oi, oy, au, aw</i></p>	<p>Fluency Phrasing: Attention to Punctuation</p> <p>High-Frequency Words <i>buy, city, family, myself, party, please, school, seven</i></p>	<p>Read Aloud Señor Coyote, the Judge</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Speaking About a Topic</p>	<p>Selection Vocabulary <i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i></p> <p>Oral Vocabulary <i>blossom, ledge, lugging, shady, shallow, cavern</i></p> <p>Domain-Specific Vocabulary <i>diversity, culture, society</i></p> <p>Vocabulary Strategies Synonyms with Introduction to Thesaurus</p>	<p>Spelling Principle Vowel Combinations <i>ou, ow</i></p> <p>Spelling Words Basic: <i>how, now, cow, owl, ouch, house, found, out, gown, town</i> Challenge: <i>shout, power</i></p>	<p>Grammar Skill Contractions • Contractions with <i>not</i> • Contractions with Pronouns</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story</p> <p>Focus Trait Sentence Fluency</p> <p>Write About Reading Performance Task</p>

	READING LIT & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE	WRITING				
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
26	<p>Anchor Text The Dot Genre: Realistic Fiction</p> <p>Paired Selection Artists Create Art! Genre: Biography</p> <p>Decodable Reader Selections Bears Hiding and Seeking Henry and Dad Go Camping Speedy and Chase</p>	<p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Substitute Vowel Sounds Segment Syllables</p> <p>Phonics Base Words (CVCe, CVC) with Endings -ed, -ing Long e Spelling Patterns y, ie</p>	<p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words above, bear, even, pushed, studied, surprised, teacher, toward</p>	<p>Read Aloud The Art Contest</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary blank, gazing, noticed, squiggle, straight, swirly</p> <p>Oral Vocabulary field, magical, shrubbery, softly, universe, wondrous</p> <p>Domain-Specific Vocabulary canvas, pottery, watercolor</p> <p>Vocabulary Strategies Figurative Language (Idioms)</p>	<p>Spelling Principle Base Words ending in -ed, -ing</p> <p>Spelling Words Basic: mix, mixed, hop, hopped, hope, hoping, run, running, use, used Challenge: writing, grabbed</p>	<p>Grammar Skill Exclamations • What Is an Exclamation? • Writing Exclamations • Using Determiners in Exclamations</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Ask and Answer Questions: Using Information from Media</p>
27	<p>Anchor Text What Can You Do? Genre: Informational Text</p> <p>Paired Selection The Wind and the Sun Genre: Fable</p> <p>Decodable Reader Selections The Three Races Seed Sisters The Fox and the Grapes Jingle, Jangle, and Jiggle</p>	<p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Using Context</p>	<p>Phonemic Awareness Segment Syllables Identify Syllables</p> <p>Phonics Base Words/Inflections -er, -est (change y to i) Syllable -le</p>	<p>Fluency Intonation</p> <p>High-Frequency Words always, different, enough, happy, high, near, once, stories</p>	<p>Read Aloud The Shoemaker and the Elves</p> <p>Listening/Speaking: Listening Comprehension</p>	<p>Selection Vocabulary binoculars, captain, computers, float, something</p> <p>Oral Vocabulary cobweb, demanded, dreadful, grumbled, panted, terrified</p> <p>Domain-Specific Vocabulary motivation, explore, leader</p> <p>Vocabulary Strategies Classify and Categorize: Emotion Words</p>	<p>Spelling Principle Base Words ending in -er, -est</p> <p>Spelling Words Basic: hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner Challenge: shorter, shortest</p>	<p>Grammar Skill Kinds of Sentences • Statement, Question, Exclamation, or Command? • Four Kinds of Sentences • Produce and Expand Sentences</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Sentence Fluency</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills How-to Report</p>
28	<p>Anchor Text The Kite Genre: Fantasy</p> <p>Paired Selection Measuring Weather Genre: Informational Text</p> <p>Decodable Reader Selections Sally Jane and Beth Ann Ty and Big Gilly Bird Watching Benches</p>	<p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Genre: Fantasy</p>	<p>Phonemic Awareness Segment Syllables Delete Phonemes</p> <p>Phonics Long i Spelling Patterns igh, y, ie Base Words/Inflections -ed, -ing, -er, -est, -es Phonograms -ight, -y</p>	<p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words across, ball, cried, head, heard, large, second, should</p>	<p>Read Aloud A Hopeful Song</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Compare and Contrast Stories</p>	<p>Selection Vocabulary junk, laughter, perhaps</p> <p>Oral Vocabulary assures, audience, chorus, determined, enthusiasm, stomped</p> <p>Domain-Specific Vocabulary degrees, temperature, climate</p> <p>Vocabulary Strategies Homographs</p>	<p>Spelling Principle Spelling Patterns igh, y, ie (long i)</p> <p>Spelling Words Basic: my, try, sky, fly, by, dry, pie, cried, night, light Challenge: myself, brighter</p>	<p>Grammar Skill Kinds of Adjectives • Adjectives for Taste and Smell • Adjectives for Sound and Texture</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Sentences</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>

READING LIT & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
29	<p>Anchor Text Hi! Fly Guy Genre: Chapter Book</p> <p>Paired Selection Busy Bugs Genre: Poetry</p> <p>Decodable Reader Selections Quiz Game Jack and the Beans Ruth's Day Stew for Peg</p>	<p>Target Skill Understanding Characters</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Segment Syllables Delete Phonemes Distinguish Vowel Sounds</p> <p>Phonics Suffixes <i>-ful, -ly, -y</i> Long Vowel Spelling Patterns: <i>a, e, i, o, u</i></p>	<p>Fluency Expression</p> <p>High-Frequency Words <i>caught, took, listen, thought, minute, beautiful, idea, friendship</i></p>	<p>Read Aloud A Stone Goes to Court</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Using Visuals</p>	<p>Selection Vocabulary <i>award, chapter, fancy, guy, rescue</i></p> <p>Oral Vocabulary <i>corner, disguised, mystery, seriously, signs, solve</i></p> <p>Domain-Specific Vocabulary <i>larva, antennae, thorax</i></p> <p>Vocabulary Strategies Prefix <i>un-</i></p>	<p>Spelling Principle Suffixes <i>-ly, -y, -ful</i></p> <p>Spelling Words Basic: <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i> Challenge: <i>quickly, hopeful</i></p>	<p>Grammar Skill Adverbs • Adverbs for <i>How</i> and <i>Where</i> • Adverbs for <i>When</i> and <i>How</i> <i>Much</i></p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p>
30	<p>Anchor Text Winners Never Quit! Genre: Narrative Nonfiction</p> <p>Paired Selection Be a Team Player Genre: Informational Text</p> <p>Decodable Reader Selections Amy Ant Julie and Jason Home at Last Soccer</p>	<p>Target Skill Main Idea and Details</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Genre: Narrative Nonfiction Text</p>	<p>Phonemic Awareness Segment Syllables</p> <p>Phonics Syllabication (CV) Prefixes <i>un-, re-</i></p>	<p>Fluency Rate: Adjust Reading Rate to Purpose</p> <p>High-Frequency Words <i>brothers, everyone, field, loved, most, only, people, sorry</i></p>	<p>Read Aloud The Parts of the House Have a Fight</p> <p>Listening/Speaking: Listening Comprehension</p> <p>Speaking and Listening Skill Ask and Answer Questions: Informational Texts</p>	<p>Selection Vocabulary <i>already, dribbled, goalie, rather</i></p> <p>Oral Vocabulary <i>mightiest, show-off, waste, wild, wobble, careful</i></p> <p>Domain-Specific Vocabulary <i>cooperation, teamwork, success</i></p> <p>Vocabulary Strategies Suffix <i>-ly</i></p>	<p>Spelling Principle Syllable Pattern CV</p> <p>Spelling Words Basic: <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i> Challenge: <i>because, silent</i></p>	<p>Grammar Skill Adjectives That Compare • Adjectives with <i>er</i> and <i>est</i> • Using the Right Adjective</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p>
Extended Reading	<p>Trade Book Owl at Home Genre: Fantasy</p>	<p>Target Strategies Infer/Predict Monitor/Clarify Question</p>				<p>Content Vocabulary Words <i>winter, whirled, whooshed, guest, pleasant, kettle, tear, tea, sobbed, following, sailed, shining</i></p>			