

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

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4	<p><b>Anchor Text</b> Diary of a Spider <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> A Swallow and a Spider <b>Genre:</b> Fable</p> <p><b>Decodable Readers</b> A Bed of Roses Swim Like a Frog</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Figurative Language</p>	<p><b>Phonemic Awareness</b> Segment, Substitute Phonemes Sort Phonemes</p> <p><b>Phonics</b> Long Vowels <i>a, u, e</i> Sounds for <i>g</i></p>	<p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i></p>	<p><b>Read Aloud</b> Bats: Beastly or Beautiful?</p> <p>Speaking/Listening: Recount Key Ideas</p>	<p><b>Target/Academic Vocabulary</b> <i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i></p> <p><b>Domain-Specific Vocabulary</b> <i>appreciate, compliment, cooperate, peer</i></p> <p><b>Apply Vocabulary Knowledge</b> Multiple Entries</p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Long Vowels <i>a, u</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>doze, nose, use, rose, pole, dose, cute, woke, mule, rode, role, tune</i> <b>Review:</b> <i>home, joke</i> <b>Challenge:</b> <i>wrote, ice cube</i></p>	<p><b>Grammar Skill</b> What Is a Noun?</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Give Instructions; Add Relevant Information</p> <p><b>Interpret:</b> Evaluate Language Choices</p> <p><b>Produce:</b> Prepare a Speech</p> <p><b>How English Works:</b> Connect Ideas</p> <p><b>Vocabulary Network:</b> Words About Friends</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> True Story</p> <p><b>Focus Trait</b> Development</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Brainstorming</p>
5	<p><b>Anchor Text</b> Teacher's Pets <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> See Westburg by Bus! <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Flint Cove Clambake The Stop and Spend Sale</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Consonant Blends with <i>r, l, s</i></p>	<p><b>Fluency</b> Phrasing: Punctuation</p> <p><b>High-Frequency Words</b> <i>table, says, little, find, both, cold, long, green, we, eat</i></p>	<p><b>Read Aloud</b> Lester</p> <p>Speaking/Listening: Recount Beginning, Middle, Ending</p>	<p><b>Target/Academic Vocabulary</b> <i>share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled</i></p> <p><b>Domain-Specific Vocabulary</b> <i>community, diagram, suburb</i></p> <p><b>Apply Vocabulary Knowledge</b> Use A Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Base Words and Endings <i>-ed, -ing</i></p>	<p><b>Spelling Principle</b> Consonant Blends with <i>r, l, s</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i> <b>Review:</b> <i>slip, drive</i> <b>Challenge:</b> <i>climb, price</i></p>	<p><b>Grammar Skill</b> Singular and Plural Nouns</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Offering Opinions</p> <p><b>Interpret:</b> Distinguish Effect of Word Choices</p> <p><b>Produce:</b> Write a Short Play</p> <p><b>How English Works:</b> Expand Sentences Using Prepositions</p> <p><b>Vocabulary Network:</b> Words About Community</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> True Story</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Making a Choice</p>
Performance Task	<p><b>Anchor Text</b> My Family <b>Genre:</b> Informational Text</p> <p><b>Anchor Text</b> Dogs <b>Genre:</b> Informational Text</p>							<p><b>Grammar Review</b> What Is a Noun?, Types of Sentences</p>		<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p>

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

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9	<p><b>Anchor Text</b> How Chipmunk Got His Stripes <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> Why Rabbits Have Short Tails <b>Genre:</b> Traditional Tale</p> <p><b>Decodable Readers</b> Maybe So Racing Away!</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonemic Awareness</b> Add Phonemes Syllables in Spoken Words</p> <p><b>Phonics</b> Base Words and Endings -ed, -ing CV Syllable Pattern</p>	<p><b>Fluency</b> Phrasing: Punctuation</p> <p><b>High-Frequency Words</b> <i>kept, would, afraid, own, show, might, why, many, for, dark</i></p>	<p><b>Read Aloud</b> On Thin Ice</p> <p>Speaking/Listening: Recount Key Details</p> <p><b>Speaking and Listening Skill</b> Listen to Compare and Contrast</p>	<p><b>Target/Academic Vocabulary</b> <i>curled, direction, healed, height, toward, tunnel, tease, brag</i></p> <p><b>Domain-Specific Vocabulary</b> <i>tradition, culture, literature</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Base Words with Endings -ed and -ing</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> <b>Review:</b> <i>mixed, sleeping</i> <b>Challenge:</b> <i>teasing, knocking</i></p>	<p><b>Grammar Skill</b> Verbs in the Present</p> <p><b>How English Works</b> Verb Types</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions <b>Interpret:</b> Describe Text Elements <b>Produce:</b> Write a Retelling <b>How English Works:</b> Use Verbs <i>Was</i> and <i>Were</i> <b>Vocabulary Network:</b> Words About Stories</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Instructions</p> <p><b>Focus Trait</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p>
10	<p><b>Anchor Text</b> Jellies: The Life of Jellyfish <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Splash Photography <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Let's Have Fun I'm Going to Win</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b>Phonemic Awareness</b> Add and Delete Phonemes</p> <p><b>Phonics</b> Contractions</p>	<p><b>Fluency</b> Stress</p> <p><b>High-Frequency Words</b> <i>really, you, because, right, go, they, was, me, old, better</i></p>	<p><b>Read Aloud</b> Sharks on the Run!</p> <p>Speaking/Listening: Ask for Clarification; Ask and Answer Questions</p> <p><b>Speaking and Listening Skill</b> Have a Conversation</p>	<p><b>Target/Academic Vocabulary</b> <i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i></p> <p><b>Domain-Specific Vocabulary</b> oceanography, gulf, current</p> <p><b>Apply Vocabulary Knowledge</b> Use a Thesaurus</p> <p><b>Vocabulary Strategies</b> Base Words and Suffixes -er, -est</p>	<p><b>Spelling Principle</b> Contractions</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> <b>Review:</b> <i>us, them</i> <b>Challenge:</b> <i>they're, wouldn't</i></p>	<p><b>Grammar Skill</b> Verbs in the Present, Past, and Future</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Adapt Language Choices <b>Interpret:</b> Analyze Descriptive Details <b>Produce:</b> Write an Explanation <b>How English Works:</b> Expand Sentences with Prepositions <b>Vocabulary Network:</b> Words About Ocean Animals</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Instructions</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>
Performance Task	<p><b>Anchor Text</b> Animals Building Homes <b>Genre:</b> Informational Text</p> <p><b>Anchor Text</b> Jellies: The Life of Jellyfish <b>Genre:</b> Informational Text</p>							<p><b>Grammar Review</b> More Plural Nouns, Types of Sentences</p>		<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Informational Paragraph</p>
Extended Reading	<p><b>Trade Book</b> Poppleton in Winter <b>Genre:</b> Fantasy</p>	<p><b>Target Strategies</b> Infer/Predict Question</p>		<p><b>Fluency</b> Accuracy, Self-Correction</p>	<p><b>Read Aloud</b> Our Sleigh</p> <p><b>Collaborative Project</b> Winter Weather Museum Display: Group Discussion</p>	<p><b>Content Vocabulary Words</b> <i>icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight</i></p> <p><b>Domain-Specific Vocabulary</b> snowdrift, fleece, scarf, footprints</p>	<p><b>Integrated Language Arts Review</b> Spelling Principles Review</p>	<p><b>Integrated Language Arts Review</b> Simple Sentences, Nouns, Types of Sentences, Subjects and Predicates, Verbs</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Adapt Language Choices <b>Interpret:</b> Analyze Text Elements; Evaluate Language Choices <b>Produce:</b> Write a Story; Plan a Readers' Theater <b>How English Works:</b> Use Verb Phrases with Helping Verbs; Expand Noun Phrases to Add Details <b>Vocabulary Network</b></p>	<p><b>Collaborative Project</b> Winter Weather Museum Display</p> <p><b>Write About Media</b></p> <p><b>Write About Reading</b></p>

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

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
14	<p><b>Anchor Text</b> Helen Keller <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Talking Tools <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Bill E. Goat and Wise Crow Mud Bugs</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Genre: Biography</p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Long o (o, oa, ow)</p>	<p><b>Fluency</b> Natural Pauses</p> <p><b>High-Frequency Words</b> <i>front, hair, warm, started, stories, never, all, food, sky, party</i></p>	<p><b>Read Aloud</b> Whale of a Lesson</p> <p>Speaking/Listening: Describe Key Ideas</p>	<p><b>Target/Academic Vocabulary</b> <i>curious, imitated, knowledge, motion, silence, illness, darkness, behavior</i></p> <p><b>Domain-Specific Vocabulary</b> <i>nonverbal, communicate, visual</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategy</b> Suffix -ly</p>	<p><b>Spelling Principle</b> Long o (o, oa, ow)</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i> <b>Review:</b> <i>so, grow</i> <b>Challenge:</b> <i>swallow, ocean</i></p>	<p><b>Grammar Skill</b> Using Proper Nouns</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Express Feelings and Needs; Ask Relevant Questions</p> <p><b>Interpret:</b> Listen Actively</p> <p><b>Produce:</b> Plan a Presentation</p> <p><b>How English Works:</b> Use Verb Tenses to Convey Time</p> <p><b>Vocabulary Network:</b> Words About Communication</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Essay</p> <p><b>Focus Trait</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> A Simple Science Experiment</p>
15	<p><b>Anchor Text</b> Officer Buckle and Gloria <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Safety at Home <b>Genre:</b> Readers' Theater</p> <p><b>Decodable Readers</b> What Does It Say? In the Grove</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Humor</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Compound Words Schwa Vowel Sound</p>	<p><b>Fluency</b> Accuracy: Connected Text</p> <p><b>High-Frequency Words</b> <i>ever, care, thought, over, off, small, new, book, live, after</i></p>	<p><b>Read Aloud</b> Adventures at Scout Camp</p> <p>Speaking/Listening: Ask Questions to Clarify Comprehension</p> <p><b>Speaking and Listening Skill</b> Summarize</p>	<p><b>Target/Academic Vocabulary</b> <i>attention, buddy, obeys, speech, enormous, safety, shocked, station</i></p> <p><b>Domain-Specific Vocabulary</b> <i>risk, protection, hazard, inform</i></p> <p><b>Apply Vocabulary Knowledge</b> Determine Pronunciation</p> <p><b>Vocabulary Strategy</b> Root Words</p>	<p><b>Spelling Principle</b> Compound Words</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i> <b>Review:</b> <i>into, inside</i> <b>Challenge:</b> <i>nobody, everywhere</i></p>	<p><b>Grammar Skill</b> Abbreviations</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Ask and Answer Questions; Add Relevant Information</p> <p><b>Interpret:</b> Describe Ideas, Phenomena, and Text Elements</p> <p><b>Produce:</b> Write an Explanation</p> <p><b>How English Works:</b> Expand Noun Phrases with Adjectives</p> <p><b>Vocabulary Network:</b> Words About Safety</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Essay</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>
Performance Task	<p><b>Anchor Text</b> Ah, Music! <b>Genre:</b> Informational Text</p> <p><b>Anchor Text</b> Schools Around the World <b>Genre:</b> Informational Text</p>							<p><b>Grammar Review</b> Compound Sentences, Using Proper Nouns</p>		<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p>

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
16	<p><b>Anchor Text</b> Mr. Tanen's Tie Trouble <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The Jefferson Daily News <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Beep! Beep! We Helped</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Understanding Characters</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Base Words and Endings -ed, -ing</p>	<p><b>Fluency</b> Rate</p> <p><b>High-Frequency Words</b> <i>gone, said, something, fly, also, saw, look, horse, river, have</i></p>	<p><b>Read Aloud</b> A Better Way to Save</p> <p>Speaking/Listening: Recount Characters and Plot Details</p>	<p><b>Target/Academic Vocabulary</b> <i>received, account, budget, disappointed, chuckled, staring, repeated, fund</i></p> <p><b>Domain-Specific Vocabulary</b> <i>duties, citizen, responsibility</i></p> <p><b>Apply Vocabulary Knowledge</b> <i>Use a Digital Dictionary</i></p> <p><b>Vocabulary Strategies</b> Homographs</p>	<p><b>Spelling Principle</b> Base Words with Endings -ed, -ing</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i> <b>Review:</b> <i>mixed, going</i> <b>Challenge:</b> <i>wrapped, swelling</i></p>	<p><b>Grammar Skill</b> Pronouns</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Apologize; Add Relevant Information; Build on Responses <b>Interpret:</b> Evaluate Language Choices <b>Produce:</b> Plan a Speech <b>How English Works:</b> Modify Sentences to Provide Detail <b>Vocabulary Network:</b> Words About Helping Friends</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Paragraph</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Create Audio Recordings</p>
17	<p><b>Anchor Text</b> Luke Goes to Bat <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Jackie Robinson <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Bright Lights Wild Cats</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Formal and Informal Language</p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Long <i>i</i> (<i>i, igh, y</i>)</p>	<p><b>Fluency</b> Stress</p> <p><b>High-Frequency Words</b> <i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i></p>	<p><b>Read Aloud</b> The Crowd Roared!</p> <p>Speaking/Listening: Answer Using Complete Sentences</p>	<p><b>Target/Academic Vocabulary</b> <i>practice, hurried, position, roared, extra, curb, cheered, final</i></p> <p><b>Domain-Specific Vocabulary</b> <i>determined, morals, respect</i></p> <p><b>Apply Vocabulary Knowledge</b> <i>Multiple Entries</i></p> <p><b>Vocabulary Strategies</b> Antonyms</p>	<p><b>Spelling Principle</b> Long <i>i</i> (<i>i, igh, y</i>)</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i> <b>Review:</b> <i>by, why</i> <b>Challenge:</b> <i>behind, lightning</i></p>	<p><b>Grammar Skill</b> Subject-Verb Agreement</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer Questions; Listen Attentively <b>Interpret:</b> Analyze Language Choices <b>Produce:</b> Write an Informational Report <b>How English Works:</b> Use Conjunctions to Connect Ideas <b>Vocabulary Network:</b> Words About Overcoming Problems</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing form</b> Story Paragraph</p> <p><b>Focus Trait</b> Development</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Compare and Contrast Media Messages</p>
18	<p><b>Anchor Text</b> My Name Is Gabriela <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Poems About Reading and Writing <b>Genre:</b> Poetry</p> <p><b>Decodable Readers</b> Bunny and the Penny Puppies</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p><b>Phonemic Awareness</b> Blending Phonemes Identify Sound Placement</p> <p><b>Phonics</b> Long <i>e</i> Sound for <i>y</i> Changing <i>y</i> to <i>i</i></p>	<p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>words, mother, friends, under, draw, watch, always, soon, anything, been</i></p>	<p><b>Read Aloud</b> Doctor Salk's Treasure</p> <p>Speaking/Listening: Describe Key Details</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>	<p><b>Target/Academic Vocabulary</b> <i>accepted, express, fluttering, grand, pretend, prize, wonder, taught</i></p> <p><b>Domain-Specific Vocabulary</b> <i>print, journalist, exchange, publish</i></p> <p><b>Apply Vocabulary Knowledge</b> <i>Use a Dictionary</i></p> <p><b>Vocabulary Strategies</b> Suffixes <i>-y</i> and <i>-ful</i></p>	<p><b>Spelling Principle</b> Long <i>e</i> Spelled <i>y</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i> <b>Review:</b> <i>tiny, many</i> <b>Challenge:</b> <i>sorry, noisy</i></p>	<p><b>Grammar Skill</b> The Verb <i>Be</i></p> <p><b>How English Works</b> Verb Types</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions <b>Interpret:</b> Distinguish Effects of Language Choice <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Use Conjunctions to Condense Ideas <b>Vocabulary Network:</b> Words About Reading and Writing</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
19	<p><b>Anchor Text</b> The Signmaker's Assistant <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> The Trouble with Signs <b>Genre:</b> Play</p> <p><b>Decodable Readers</b> Darling Starling Going to the Farm</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Point of View</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>ar</i></p>	<p><b>Fluency</b> Phrasing: Punctuation</p> <p><b>High-Frequency Words</b> <i>didn't, I'll, please, talk, good, is, are, baby, too, sound</i></p>	<p><b>Read Aloud</b> Wild Friends, Wow!</p> <p>Speaking/Listening: Ask Questions to Clarify Comprehension</p> <p><b>Speaking and Listening Skill</b> Matching Game: Synonyms</p>	<p><b>Target/Academic Vocabulary</b> <i>assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared</i></p> <p><b>Domain-Specific Vocabulary</b> <i>advertise, announcement, post, beacon</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Words with <i>ar</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>car, dark, arm, star, park, yard, party, hard, farm, start, part, spark</i> <b>Review:</b> <i>art, jar</i> <b>Challenge:</b> <i>carpet, apartment</i></p>	<p><b>Grammar Skill</b> Commas in Dates and Places</p> <p><b>How English Works</b> Condensing Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions <b>Interpret:</b> Understand Text Elements <b>Produce:</b> Write a Description <b>How English Works:</b> Understand Text Structure <b>Vocabulary Network:</b> Words About Signs</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fictional Story</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>
20	<p><b>Anchor Text</b> Dex: The Heart of a Hero <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Heroes Then and Now <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> A Sporty Game My Story</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Figurative Language</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>or, ore</i></p>	<p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>being, ready, I've, tall, stood, very, ground, laugh, begins, flower</i></p>	<p><b>Read Aloud</b> Ordinary Heroes</p> <p>Speaking/Listening: Answer Questions to Clarify Comprehension</p> <p><b>Speaking and Listening Skill</b> Compare and Contrast</p>	<p><b>Target/Academic Vocabulary</b> <i>depended, overlooked, sprang, studied, gazing, hero, exercise, sore</i></p> <p><b>Domain-Specific Vocabulary</b> <i>charity, grant, improve, figure</i></p> <p><b>Apply Vocabulary Knowledge</b> Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p><b>Vocabulary Strategies</b> Prefix <i>over-</i></p>	<p><b>Spelling Principle</b> Words with <i>or, ore</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget</i> <b>Review:</b> <i>for, more</i> <b>Challenge:</b> <i>report, force</i></p>	<p><b>Grammar Skill</b> Commas in a Series</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions <b>Interpret:</b> Ask and Answer Questions <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Use Possessive Pronouns <b>Vocabulary Network:</b> Words About Heroes</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fictional Story</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>
Performance Task	<p><b>Anchor Text</b> My Name Is Gabriela <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Heroes Then and Now <b>Genre:</b> Informational Text</p>							<p><b>Grammar Review</b> Pronouns</p>		<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p>
Extended Reading	<p><b>Trade Book</b> Where Do Polar Bears Live? <b>Genre:</b> Informational Text</p>	<p><b>Target Strategies</b> Monitor/Clarify Question Analyze/Evaluate</p>		<p><b>Fluency</b> Expression</p>	<p><b>Read Aloud</b> Dakota's Polar Adventure</p> <p><b>Collaborative Project</b> Polar Bear Photo Gallery: Present</p>	<p><b>Content Vocabulary Words</b> <i>den, cub, Arctic, survive, tundra, lemming, seaweed, fierce, extinct</i></p> <p><b>Domain-Specific Vocabulary</b> <i>adapt, insulate, region</i></p>	<p><b>Integrated Language Arts Review</b> Spelling Principles Review</p>	<p><b>Integrated Language Arts Review</b> Nouns, Subject-Verb Agreement, The Verb <i>be</i></p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer <i>wh-</i> Questions; Build on Responses; Negotiate with Others in Conversations <b>Interpret:</b> Analyze Language Choices <b>Produce:</b> Write an Information Report; Plan a Presentation <b>How English Works:</b> Expand Sentences with Prepositions; Expand Noun Phrases with Adjectives <b>Vocabulary Network</b></p>	<p><b>Collaborative Project</b> Polar Bear Photo Gallery</p> <p><b>Write About Media</b></p> <p><b>Write About Reading</b></p>

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
21	<p><b>Anchor Text</b> Penguin Chick <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Emperor Penguins <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Mustangs Time to Move</p>	<p><b>Target Skill</b> Main Idea and Details</p> <p><b>Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Cause and Effect</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>er</i> Words with <i>ir, ur</i></p>	<p><b>Fluency</b> Phrasing: Natural Pauses</p> <p><b>High-Frequency Words</b> <i>nothing, move, across, took, house, voice, behind, one, how, out</i></p>	<p><b>Read Aloud</b> From Duckling to Duck</p> <p>Speaking/Listening: Describe Key Ideas and Details</p>	<p><b>Target/Academic Vocabulary</b> <i>finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle</i></p> <p><b>Domain-Specific Vocabulary</b> <i>development, life cycle, climate</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Thesaurus</p> <p><b>Vocabulary Strategies</b> Dictionary Entry</p>	<p><b>Spelling Principle</b> Words with <i>er</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i> <b>Review:</b> <i>fern, ever</i> <b>Challenge:</b> <i>remember, feather</i></p>	<p><b>Grammar Skill</b> What Is an Adjective?</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions <b>Interpret:</b> Describe Ideas <b>Produce:</b> Write a Story <b>How English Works:</b> Recognize Past Tense Verbs with <i>-ed</i> <b>Vocabulary Network:</b> Words About Animal Families</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Problem-Solution Paragraph</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Research Another Arctic Animal</p>
22	<p><b>Anchor Text</b> Gloria Who Might Be My Best Friend <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> How to Make a Kite <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> What's That? Get Smarter!</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Strategy</b> Question</p> <p><b>Second Read Skill</b> Figurative Language</p>	<p><b>Phonemic Awareness</b> Rhyme and Meaning Syllables in Spoken Words</p> <p><b>Phonics</b> Homophones Base Words and Endings <i>-er, -est</i></p>	<p><b>Fluency</b> Accuracy: Self-Correct</p> <p><b>High-Frequency Words</b> <i>floor, toward, what's, found, boy, everyone, field, does, their, into</i></p>	<p><b>Read Aloud</b> The Middle Seat</p> <p>Speaking/Listening: Ask Questions to Clarify Comprehension</p> <p><b>Speaking and Listening Skill</b> Explain the Steps of a Procedure</p>	<p><b>Target/Academic Vocabulary</b> <i>lonely, seriously, copy, heavily, planning, answered, guessed, knot</i></p> <p><b>Domain-Specific Vocabulary</b> <i>force, flight, pressure</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Print Dictionary</p> <p><b>Vocabulary Strategies</b> Idioms</p>	<p><b>Spelling Principle</b> Homophones</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i> <b>Review:</b> <i>sea, see</i> <b>Challenge:</b> <i>threw, through</i></p>	<p><b>Grammar Skill</b> Using Adjectives</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Greet; Provide Counterarguments <b>Interpret:</b> Evaluate Language Choices <b>Produce:</b> Plan a Speech <b>How English Works:</b> Recognize and Use Irregular Plural Nouns <b>Vocabulary Network:</b> Words About Making Friends</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Compare and Contrast Paragraph</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>
23	<p><b>Anchor Text</b> The Goat in the Rug <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> Basket Weaving <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Fraidy Cat Bugs in Action</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Sequence of Events</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables <i>-tion, -ture</i></p>	<p><b>Fluency</b> Rate: Adjust Rate to Purpose</p> <p><b>High-Frequency Words</b> <i>knew, idea, though, down, four, give, great, large, write, coming</i></p>	<p><b>Read Aloud</b> Nothing But a Quilt</p> <p>Speaking/Listening: Recount Most Important Details</p>	<p><b>Target/Academic Vocabulary</b> <i>sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious</i></p> <p><b>Domain-Specific Vocabulary</b> craft, fiber, loom, textile</p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Compound Words</p>	<p><b>Spelling Principle</b> Suffixes <i>-ly, -ful</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i> <b>Review:</b> <i>jumped, saying</i> <b>Challenge:</b> <i>quickly, wonderful</i></p>	<p><b>Grammar Skill</b> Irregular Verbs</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Adapt Language Choices <b>Interpret:</b> Analyze Language Choices <b>Produce:</b> Write a Response <b>How English Works:</b> Expand Sentences to Provide Detail <b>Vocabulary Network:</b> Words About Art</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Informational Paragraph</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Using Digital Visual Aids</p>

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
24	<p><b>Anchor Text</b> Half-Chicken <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> The Lion and the Mouse <b>Genre:</b> Traditional Tale</p> <p><b>Decodable Readers</b> The Unreal Party Knick and Knack</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Point of View</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words Segment Phonemes</p> <p><b>Phonics</b> Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i> Silent Consonants</p>	<p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i></p>	<p><b>Read Aloud</b> Tiger in the Water: A Folktale from Malaysia</p> <p>Speaking/Listening: Answer Questions to Clarify Comprehension</p> <p><b>Speaking and Listening Skill</b> Compare Two Stories</p>	<p><b>Target/Academic Vocabulary</b> <i>tumbling, flung, tangled, empty, peacefully, stream, blazed, swift</i></p> <p><b>Domain-Specific Vocabulary</b> <i>customs, classic, honor</i></p> <p><b>Apply Vocabulary Knowledge</b> Determine Part of Speech</p> <p><b>Vocabulary Strategies</b> Antonyms</p>	<p><b>Spelling Principle</b> Prefixes <i>re-</i>, <i>un-</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay</i> <b>Review:</b> <i>read, happy</i> <b>Challenge:</b> <i>rewrite, overheard</i></p>	<p><b>Grammar Skill</b> Irregular Action Verbs</p> <p><b>How English Works</b> Condensing Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Adapt Language Choices <b>Interpret:</b> Distinguish Effects of Language Choices <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Create Compound Sentences <b>Vocabulary Network:</b> Words About Fire and Wind</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>
25	<p><b>Anchor Text</b> From Seed to Plant <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Super Soil <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> A Spring Walk The Softball Game</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Cause and Effect</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Words with <i>au, aw, al, o, a</i></p>	<p><b>Fluency</b> Phrasing: Punctuation</p> <p><b>High-Frequency Words</b> <i>through, young, leaves, ball, our, done, hear, learn, were, only</i></p>	<p><b>Read Aloud</b> Johnny Appleseed and His Apples</p> <p>Speaking/Listening: Ask and Answer Questions About What a Speaker Says</p> <p><b>Speaking and Listening Skill</b> Steps in a Process</p>	<p><b>Target/Academic Vocabulary</b> <i>pod, soak, shoot, root, nutrition, tasty, soften, grain</i></p> <p><b>Domain-Specific Vocabulary</b> <i>process, bud, sprout</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Using Context</p>	<p><b>Spelling Principle</b> Words with <i>aw, al, o</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small</i> <b>Review:</b> <i>all, walk</i> <b>Challenge:</b> <i>awful, wallpaper</i></p>	<p><b>Grammar Skill</b> More Irregular Action Verbs</p> <p><b>How English Works</b> Verb Types</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer Questions <b>Interpret:</b> Analyze Sequence Cues <b>Produce:</b> Write a Summary <b>How English Works:</b> Condense Clauses <b>Vocabulary Network:</b> Words About Plant Life Cycles</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Research Report</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>
Performance Task	<p><b>Anchor Text</b> Gloria Who Might Be My Best Friend <b>Genre:</b> Realistic Fiction</p> <p><b>Anchor Text</b> Half-Chicken <b>Genre:</b> Folktale</p>							<p><b>Grammar Review</b> Using Adjectives</p>		<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Response to Literature</p>

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
26	<p><b>Anchor Text</b> The Mysterious Tadpole <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> From Eggs to Frogs <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> The New Moose Follow the Clues</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Conclusions</p>	<p><b>Phonemic Awareness</b> Segment Phonemes</p> <p><b>Phonics</b> Words with <i>oo, ew, ue, ou</i></p>	<p><b>Fluency</b> Accuracy: Connected Text</p> <p><b>High-Frequency Words</b> <i>every, ago, won't, now, follow, head, don't, goes, again, alone</i></p>	<p><b>Read Aloud</b> Diego's Double Surprise</p> <p>Speaking/Listening: Recount Key Details</p> <p><b>Speaking and Listening Skill</b> Cooperative Storytelling</p>	<p><b>Target/Academic Vocabulary</b> <i>confused, ordinary, control, sensible, suspiciously, training, cage, upset</i></p> <p><b>Domain-Specific Vocabulary</b> <i>larva, biology, organism</i></p> <p><b>Apply Vocabulary Knowledge</b> Pronunciation</p> <p><b>Vocabulary Strategies</b> Multiple-Meaning Words</p>	<p><b>Spelling Principle</b> Words with <i>ew, oo, ou</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew</i> <b>Review:</b> <i>zoo, noon</i> <b>Challenge:</b> <i>shampoo, balloon</i></p>	<p><b>Grammar Skill</b> Contractions</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Respond with Gestures, Words, and Phrases; Follow Turn-Taking Rules</p> <p><b>Interpret:</b> Listen Actively</p> <p><b>Produce:</b> Plan a Presentation</p> <p><b>How English Works:</b> Understand Problem and Solution: Text Structure</p> <p><b>Vocabulary Network:</b> Words About How Animals Change</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Poem</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>
27	<p><b>Anchor Text</b> The Dog That Dug for Dinosaurs <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> La Brea Tar Pits <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> Woody Woodchuck and the Mysterious Ball One or More</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Author's Purpose</p>	<p><b>Phonemic Awareness</b> Match Phonemes Add a Phoneme</p> <p><b>Phonics</b> Words with <i>oo (book)</i></p>	<p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i></p>	<p><b>Read Aloud</b> Epperson's Icicle</p> <p>Speaking/Listening: Ask and Answer Questions to Clarify Comprehension</p>	<p><b>Target/Academic Vocabulary</b> <i>discovered, guard, remove, souvenirs, amazed, explained, exact, growled</i></p> <p><b>Domain-Specific Vocabulary</b> <i>impression, remains, organic, material</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Words with <i>oo (book)</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook</i> <b>Review:</b> <i>look, good</i> <b>Challenge:</b> <i>crooked, bookcase</i></p>	<p><b>Grammar Skill</b> What Is an Adverb?</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Ask and Answer Questions; Listen Attentively</p> <p><b>Interpret:</b> Describe Ideas and Text Elements</p> <p><b>Produce:</b> Write an Exposition</p> <p><b>How English Works:</b> Understand Indefinite Pronouns</p> <p><b>Vocabulary Network:</b> Words About Animals from Long Ago</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Shared Book Report</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Writing a Research Report</p>
28	<p><b>Anchor Text</b> Yeh-Shen <b>Genre:</b> Fairytale</p> <p><b>Paired Selection</b> Cinderella <b>Genre:</b> Fairytale</p> <p><b>Decodable Readers</b> Howie's Big Brown Box What a Surprise!</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Compare and Contrast</p>	<p><b>Phonemic Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Vowel Diphthongs <i>ow, ou</i></p>	<p><b>Fluency</b> Phrasing: Natural Pauses</p> <p><b>High-Frequency Words</b> <i>want, while, falling, enough, lived, loved, should, happened, sorry, above</i></p>	<p><b>Read Aloud</b> Cinderella Stories</p> <p>Speaking/Listening: Ask and Answer Questions About What a Speaker Says</p> <p><b>Speaking and Listening Skill</b> Comparing Versions of a Story</p>	<p><b>Target/Academic Vocabulary</b> <i>served, overjoyed, valuable, worn, concealed, glimmering, content, task</i></p> <p><b>Domain-Specific Vocabulary</b> <i>oral tradition, multicultural, generation</i></p> <p><b>Apply Vocabulary Knowledge</b> Part of Speech</p> <p><b>Vocabulary Strategies</b> Classify/Categorize</p>	<p><b>Spelling Principle</b> Words with <i>ow, ou</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower</i> <b>Review:</b> <i>out, now</i> <b>Challenge:</b> <i>towel, pounce</i></p>	<p><b>Grammar Skill</b> Possessive Nouns</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b></p> <p><b>Collaborate:</b> Offer Opinions and Ideas</p> <p><b>Interpret:</b> Evaluate Language Choices</p> <p><b>Produce:</b> Plan a Speech</p> <p><b>How English Works:</b> Recognize and Use Future Tense Verbs</p> <p><b>Vocabulary Network:</b> Words About Fairy Tales</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Paragraph</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>

READING LITERATURE & 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	ELD Language Workshop Lessons	Writing
29	<p><b>Anchor Text</b> Two of Everything <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> Stone Soup <b>Genre:</b> Traditional Tale</p> <p><b>Decodable Readers</b> Not So Alike Corduroy and Will</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Point of View</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words Substitute Phonemes</p> <p><b>Phonics</b> Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi, oy</i></p>	<p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>once, woman, upon, eight, seven, near, wash, paper, who, your</i></p>	<p><b>Read Aloud</b> A Lesson in Happiness</p> <p>Speaking/Listening: Recount Key Details</p>	<p><b>Target/Academic Vocabulary</b> <i>contained, grateful, startled, odd, search, leaned, tossed, village</i></p> <p><b>Domain-Specific Vocabulary</b> <i>tale, values, beliefs</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Antonyms</p>	<p><b>Spelling Principle</b> Words with <i>ai, ay, igh, -y</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright</i> <b>Review:</b> <i>tray, try</i> <b>Challenge:</b> <i>contain, thigh</i></p>	<p><b>Grammar Skill</b> Possessive Pronouns</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Gain and/or Hold the Floor <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Write a Drama <b>How English Works:</b> Use Possessive Nouns <b>Vocabulary Network:</b> Words About Working Together</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Essay</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Write About an Experience</p>
30	<p><b>Anchor Text</b> Now &amp; Ben <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> A Model Citizen <b>Genre:</b> Informational Text</p> <p><b>Decodable Readers</b> A Picnic Problem Polly Poodle</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Using Context</p>	<p><b>Phonemic Awareness</b> Syllables in Spoken Words</p> <p><b>Phonics</b> Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> Final Stable Syllable <i>-le</i></p>	<p><b>Fluency</b> Rate: Adjust Rate to Purpose</p> <p><b>High-Frequency Words</b> <i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i></p>	<p><b>Read Aloud</b> Steve Jobs: Inventor</p> <p>Speaking/Listening: Retell Key Ideas and Details; Ask and Answer Questions About What a Speaker Says</p> <p><b>Speaking and Listening Skill</b> Reviewing Stories</p>	<p><b>Target/Academic Vocabulary</b> <i>accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts</i></p> <p><b>Domain-Specific Vocabulary</b> patriot, pioneer, symbol, historical</p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Root Words</p>	<p><b>Spelling Principle</b> Words with <i>oa, ow, ee, ea</i></p> <p><b>Spelling Words</b> <b>Basic:</b> <i>seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown</i> <b>Review:</b> <i>green, snow</i> <b>Challenge:</b> <i>peace, below</i></p>	<p><b>Grammar Skill</b> Choose Between Adjectives and Adverbs</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer and Elaborate on Opinions <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Plan a Speech <b>How English Works:</b> Use Prepositions to Add Detail <b>Vocabulary Network:</b> Words About Science</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Essay</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>
Performance Task	<p><b>Anchor Text</b> Mysterious Tadpole <b>Genre:</b> Fantasy</p>							<p><b>Grammar Review</b> Possessive Nouns</p>		<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Essay</p>
Extended Reading	<p><b>Trade Book</b> Exploring Space Travel <b>Genre:</b> Informational Text</p>	<p><b>Target Strategies</b> Question Monitor/Clarify Analyze/Evaluate</p>		<p><b>Fluency</b> Phrasing, Accuracy</p>	<p><b>Read Aloud</b> A Champion Named Sally</p> <p><b>Collaborative Project</b> Space Mission Log: Group Discussion</p>	<p><b>Content Vocabulary Words</b> <i>control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer,</i></p> <p><b>Domain-Specific Vocabulary</b> <i>data, engineer, satellite, solar, transmissions</i></p>	<p><b>Integrated Language Arts Review</b> Spelling Principles Review</p>	<p><b>Integrated Language Arts Review</b> Adjectives, Subject-Verb Agreement, Adverbs</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Negotiate indent uniformly <b>Interpret:</b> Read/View Closely; Listen Actively <b>Produce:</b> Write an Information Report; Plan a Presentation <b>How English Works:</b> Connect Ideas; Use Reflexive Pronouns <b>Vocabulary Network</b></p>	<p><b>Collaborative Project</b> Space Mission Log</p> <p><b>Write About Media</b></p> <p><b>Write About Reading</b></p>