

# JOURNEYS

## SCOPE AND SEQUENCE GRADES K-6

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Week	Selections	Concepts of Print	Phonological Awareness	Letter Names	ELD - Language Workshop Lessons
1	<p><b>Listen to Rhymes</b> Jack and Jill "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"</p>	<p><b>Concepts of Print</b> Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print</p>	<p><b>Phonological Awareness</b> Rhyming Words Blend Syllables</p>	<p><b>Letter Names</b> Letters: <i>Aa, Bb, Cc, Dd, Ee</i></p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer <i>wh-</i> Questions <b>Interpret:</b> Analyze Language Choices <b>Produce:</b> Write a Recount <b>How English Works:</b> Expand Sentences with Prepositions <b>Vocabulary Network:</b> Words about Letters</p>
2	<p><b>Listen to Rhymes</b> "I Went Upstairs" "Mix a Pancake" "Sing a Song of Sixpence" "Little Arabella Stiller"</p> <p><b>Listen to Songs</b> "Quack! Quack! Quack!"</p>	<p><b>Concepts of Print</b> Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names</p>	<p><b>Phonological Awareness</b> Rhyming Words Blend and Segment Syllables</p>	<p><b>Letter Names</b> Letters: <i>Ff, Gg, Hh, Ii, Jj</i></p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions Using Open Responses <b>Interpret:</b> Analyze Language Choices <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Expand Noun Phrases to Add Details <b>Vocabulary Network:</b> Words about Rhymes</p>

GRADE K • Unit 1

READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
1	<p><b>Read Aloud Book</b> Building with Dad <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> What Makes a Family? <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> "Frère Jacques" "Everybody Says" "Tortillas for Mommy" "My Little Sister" <b>Genre: for "Frère Jacques"</b> Poetry and Lullaby <b>Genre: for Remaining Paired Selections</b> Poetry</p>	<p><b>Target Skill</b> Main Ideas</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Genre</p>	<p><b>Phonological Awareness</b> Rhyming Words Single Sounds</p> <p><b>Letter Names</b> Letters <i>Kk, Ll, Mm, Nn, Oo</i></p> <p><b>Student Book</b> See What We Can Do We Can Make It</p>	<p><b>Concepts of Print</b> Directionality: Left to Right Book Parts</p> <p><b>Words to Know (High-Frequency Words)</b></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Enrich Vocabulary</b> Talk About Families</p>	<p><b>Oral Vocabulary</b> <i>cranes, crew, gleaming, mechanic, outlining, solid</i></p> <p><b>Selection Vocabulary</b> <i>celebrate, family, memories, include</i></p> <p><b>Domain-Specific Vocabulary</b> <i>parent, sibling, ancestor, relation</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Family Words</p>	<p><b>Grammar Skill</b> Nouns</p> <p><b>How English Works</b> Connecting Ideas</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 Family</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Names</p> <p><b>Focus Trait</b> Conventions</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
2	<p><b>Read Aloud Book</b> Friends at School <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> How Do Dinosaurs Go to School? <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "My School Bus" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonemic Awareness</b> Beginning Sounds</p> <p><b>Letter Names</b> Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p><b>Student Book</b> We Go to School I Like</p>	<p><b>Concepts of Print</b> Directionality: Follow Words Left to Right, Top to Bottom Book Handling</p> <p><b>Words to Know (High-Frequency Words)</b> <i>like</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Enrich Vocabulary</b> Talk About School</p>	<p><b>Oral Vocabulary</b> <i>busy, company, container, job, scoop, tortoises</i></p> <p><b>Selection Vocabulary</b> <i>bullying, tidies, fidget, interrupt</i></p> <p><b>Domain-Specific Vocabulary</b> <i>behave, member, respect, community</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p>	<p><b>Grammar Skill</b> Nouns for Places</p> <p><b>How English Works</b> Verb Types (being)</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer <i>wh-</i> Questions <b>Interpret:</b> Ask and Answer Questions <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Identify and Use Proper Nouns <b>Vocabulary Network:</b> Words about School</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Labels</p> <p><b>Focus Trait</b> Elaboration</p>
3	<p><b>Read Aloud Book</b> I Have a Pet! <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Please, Puppy, Please <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Different Kinds of Dogs" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Letter Names</b> Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p><b>Student Book</b> Baby Bear's Family The Party</p>	<p><b>Concepts of Print</b> Letters and Words: First, Last Letters; Distinguish Letters from Words The Alphabet</p> <p><b>Words to Know (High-Frequency Words)</b> <i>the</i></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Enrich Vocabulary</b> Talk About Pets</p>	<p><b>Oral Vocabulary</b> <i>cooperate, curious, interesting, slimy, smooth, vet</i></p> <p><b>Selection Vocabulary</b> <i>fetch, inside, outside, please</i></p> <p><b>Domain-Specific Vocabulary</b> <i>responsibility, groom, train, nurture</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p>	<p><b>Grammar Skill</b> Nouns for Animals and Things</p> <p><b>How English Works</b> Verb Types (doing)</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Agree and Disagree <b>Interpret:</b> Text Elements: Events <b>Produce:</b> Share a Story <b>How English Works:</b> Link Events Together <b>Vocabulary Network:</b> Words about Caring for Pets</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Captions</p> <p><b>Focus Trait</b> Purpose</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
4	<p><b>Read Aloud Book</b> Pizza at Sally's <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Everybody Works <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> "The Elves and the Shoemaker" <b>Genre:</b> Fairy Tale "The Lion and the Mouse" <b>Genre:</b> Fable</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Genre</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letters <i>Mm</i></p> <p><b>Student Book</b> <i>Mm</i> <i>I Like Mm</i></p>	<p><b>Concepts of Print</b> Spaces Between Words Environmental Print</p> <p><b>Words to Know (High-Frequency Words)</b> <i>and</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About Jobs</p>	<p><b>Oral Vocabulary</b> <i>customers, dough, famous, perfect, sprinkled, stretchy</i></p> <p><b>Selection Vocabulary</b> <i>creating, delivering, hobby, protecting</i></p> <p><b>Domain-Specific Vocabulary</b> <i>volunteer, worker, job, goods, services</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Words for Jobs</p> <p><b>Enrich Vocabulary</b> Words with Endings <i>-ed, -ing</i></p>	<p><b>Grammar Skill</b> Action Verbs in the Present Tense</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Give Instructions <b>Interpret:</b> Language Choices <b>Produce:</b> Use Technology; Give Presentations; Add Details <b>How English Works:</b> Use Connecting Words <b>Vocabulary Network:</b> Words about Work People Do</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences</p> <p><b>Focus Trait</b> Development</p>
5	<p><b>Read Aloud Book</b> The Little Red Hen <b>Genre:</b> Folktale, Fable</p> <p><b>Big Book</b> The Handiest Things in the World <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Stone Soup <b>Genre:</b> Folktale</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Cause and Effect</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letters <i>Ss</i> Review <i>m, s</i></p> <p><b>Student Book</b> <i>Ss</i> <i>I Like Ss</i></p>	<p><b>Concepts of Print</b> Capitalization: First Word in a Sentence Punctuation: Period, Question Mark</p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>I, like, the, and</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Discuss Tools, Ask a Question About Tools, Discuss Answers</p>	<p><b>Oral Vocabulary</b> <i>admired, delicious, delight, doubt, fable, sigh</i></p> <p><b>Selection Vocabulary</b> <i>appears, future, handy, stray</i></p> <p><b>Domain-Specific Vocabulary</b> <i>invention, utensil, aid, purpose</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Asking Questions</p>	<p><b>Grammar Skill</b> Action Verbs in the Present Tense</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas <b>Interpret:</b> Analyze Word Choices <b>Produce:</b> Write a Drama <b>How English Works:</b> Use Connecting Words <b>Vocabulary Network:</b> Words about Helping</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Class Story</p> <p><b>Focus Trait</b> Development</p> <p><b>Research/Media Literacy</b> Research a Tool</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
6	<p><b>Read Aloud Book</b> Listen, Listen <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> My Five Senses <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> "Picnic Day" "Here Are My Eyes" "The Storm" "Five Wonderful Senses" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime</p> <p><b>Phonics</b> Letters <i>Aa</i> (Short <i>a</i>) Vowels and Consonants</p> <p><b>Student Book</b> <i>Aa</i> <i>I See</i></p>	<p><b>Concepts of Print</b> Book Parts Reading a Chart</p> <p><b>Words to Know (High-Frequency Words)</b> <i>see</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Discuss Daily Activities</p>	<p><b>Oral Vocabulary</b> <i>drift, ripen, scurry, sizzle, whisper, whistle</i></p> <p><b>Selection Vocabulary</b> <i>aware, senses, sight, touch</i></p> <p><b>Domain-Specific Vocabulary</b> <i>vision, sound, flavor, texture, scent</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Sentences with Opposites</p>	<p><b>Grammar Skill</b> Sensory Words</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas <b>Interpret:</b> Analyze Word Choice <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Use Conjunctions <b>Vocabulary Network:</b> Words about the World</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Descriptive Sentences</p> <p><b>Focus Trait</b> Purpose</p>
7	<p><b>Read Aloud Book</b> Amelia's Show-and-Tell Fiesta <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Mice Squeak, We Speak <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "The Fort Worth Zoo" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letters <i>Tt</i> Short <i>a</i>, Long <i>a</i></p> <p><b>Student Book</b> <i>Tt</i> We Like Toys</p>	<p><b>Concepts of Print</b> Punctuation: Period, Question Mark, Exclamation Point</p> <p><b>Words to Know (High-Frequency Words)</b> <i>we</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Have a Conversation</p>	<p><b>Oral Vocabulary</b> <i>foolish, frowns, ruffled, special, treasures, tropical</i></p> <p><b>Selection Vocabulary</b> <i>chatter, coo, snore, squawk</i></p> <p><b>Domain-Specific Vocabulary</b> <i>communicate, respond, language, conversation</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Sensory Words</p> <p><b>Enrich Vocabulary</b> Words for Sounds</p>	<p><b>Grammar Skill</b> Sensory Words</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas <b>Interpret:</b> Analyze Text Elements: Character <b>Produce:</b> Write an Explanation <b>How English Works:</b> Identify and Use Connecting Words <b>Vocabulary Network:</b> Words about Language</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Descriptive Sentences</p> <p><b>Focus Trait</b> Conventions</p>
8	<p><b>Read Aloud Book</b> Jonathan and His Mommy <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Move! <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "The Hare and the Tortoise" <b>Genre:</b> Fable</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Compare and Contrast</p>	<p><b>Phonological Awareness</b> Blend Onset and Rime Segment Onset and Rime</p> <p><b>Phonics</b> Letters <i>Cc</i> (/k/)</p> <p><b>Student Book</b> <i>Cc</i> <i>I Can See</i></p>	<p><b>Concepts of Print</b> Spaces Between Words Directionality</p> <p><b>Words to Know (High-Frequency Words)</b> <i>a</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Discuss Animals, Research and Share</p>	<p><b>Oral Vocabulary</b> <i>backward, beat, leap, strange, wiggle, zigzag</i></p> <p><b>Selection Vocabulary</b> <i>colony, rustling, slithers, startled</i></p> <p><b>Domain-Specific Vocabulary</b> <i>dive, swim, climb, fly</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Action Words</p> <p><b>Enrich Vocabulary</b> Movement Words</p>	<p><b>Grammar Skill</b> Adjectives for Color</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Express Likes and Dislikes <b>Interpret:</b> Ask and Answer Questions <b>Produce:</b> Give a Speech <b>How English Works:</b> Expand Noun Phrases <b>Vocabulary Network:</b> Words about Animal Movements</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Captions</p> <p><b>Focus Trait</b> Purpose</p> <p><b>Research/Media Literacy</b> Research an Animal</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
9	<p><b>Read Aloud Book</b> Good Morning, Digger <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> What Do Wheels Do All Day? <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> “Wheels Long Ago and Today” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Letters Pp</p> <p><b>Student Book</b> Pp I Like Animals</p>	<p><b>Concepts of Print</b> Letters in Words</p> <p><b>Words to Know (High-Frequency Words)</b> to</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Ask Questions, Research, Share</p>	<p><b>Oral Vocabulary</b> <i>early, weeds, community, cement, vacant, welding</i></p> <p><b>Selection Vocabulary</b> <i>sputter, travelers, twirl, patrol</i></p> <p><b>Domain-Specific Vocabulary</b> <i>push, pull, roll, spin</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Talk About Vehicles</p>	<p><b>Grammar Skill</b> Adjectives for Numbers</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas <b>Interpret:</b> Text Elements: Describe Character <b>Produce:</b> Write a Story <b>How English Works:</b> Identify and Use Verbs <b>Vocabulary Network:</b> Words about Wheels</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Description</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Research/Media Literacy</b> Answer Questions About Vehicles</p>
10	<p><b>Read Aloud Book</b> David’s Drawings <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Mouse Shapes <b>Genre:</b> Fiction</p> <p><b>Paired Selection</b> “Signs and Shapes” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Understanding Characters</p>	<p><b>Phonological Awareness</b> Blend Phonemes</p> <p><b>Phonics</b> Review Letters Aa (Short a), Tt, Cc (/k/), Pp</p> <p><b>Student Book</b> Mmmm, Good! The Playground</p>	<p><b>Concepts of Print</b> Capitalization: First Letter of a Sentence Spaces Between Words</p> <p><b>Words to Know (High-Frequency Words)</b> Review: see, we, a, to</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Talk About Characters</p>	<p><b>Oral Vocabulary</b> <i>add, fluffy, fresh, grinned, moment, shyly</i></p> <p><b>Selection Vocabulary</b> <i>hurry, pounced, sneaky, tricky</i></p> <p><b>Domain-Specific Vocabulary</b> <i>rectangle, triangle, diamond, circle, oval, square</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Shape Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes -ly, -ful</p>	<p><b>Grammar Skill</b> Adjectives for Size and Shape</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas <b>Interpret:</b> Language Choices <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Identify Prepositions <b>Vocabulary Network:</b> Words about Shapes</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Description</p> <p><b>Focus Trait</b> Evidence</p>

READING LIT & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
11	<p><b>Read Aloud Book</b> Every Season <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Jump into January <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> “Holidays All Year Long” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Review Letters <i>Aa</i> (Short <i>a</i>) Words with <i>a</i> (Short <i>a</i>) Blending Words Word Building</p> <p><b>Student Book</b> Pat Cat, Sam Cat Pam Cat</p>	<p><b>Concepts of Print</b> Letters in Words Spaces Between Words</p> <p><b>Words to Know (High-Frequency Words)</b> <i>come, me</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About the Weather</p>	<p><b>Oral Vocabulary</b> <i>bloom, peck, scatter, speckled, store, tracks</i></p> <p><b>Selection Vocabulary</b> <i>glistens, jive, local, orchard</i></p> <p><b>Domain-Specific Vocabulary</b> <i>wind, weather, season, evaporate, air</i></p> <p><b>Vocabulary Strategy</b> Figurative Language</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Sentence Parts: Subject</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Listen and Respond with Gestures and Words <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Write an Exposition <b>How English Works:</b> Identify and Use Conjunctions <b>Vocabulary Network:</b> Words about Seasons</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Research/Media Literacy</b> Chart the Weather</p>
12	<p><b>Read Aloud Book</b> Storm Is Coming! <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> Snow <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> “How Water Changes” <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Understanding Characters</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letters <i>Nn</i> Words with <i>n</i> Blending Words Word Building</p> <p><b>Student Book</b> I Can Nap Tap with Me</p>	<p><b>Concepts of Print</b> Letters and Words Spaces Between Words</p> <p><b>Words to Know (High-Frequency Words)</b> <i>with, my</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Compare Texts</p>	<p><b>Oral Vocabulary</b> <i>guard, huddle, nodded, pasture, silent, stampede</i></p> <p><b>Selection Vocabulary</b> <i>drifted, gathering, swirled, wisely</i></p> <p><b>Domain-Specific Vocabulary</b> <i>hibernate, adapt, temperature, melt</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Sensory Words</p> <p><b>Enrich Vocabulary</b> Words with Endings <i>-ed, -ing</i></p>	<p><b>Grammar Skill</b> Sentence Parts: Verb</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask for Assistance or Permission <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Identify and Use Verbs <b>Vocabulary Network:</b> Words about Weather</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences</p> <p><b>Focus Trait</b> Development</p>
13	<p><b>Read Aloud Book</b> A Zebra’s World <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> What Do You Do With a Tail Like This? <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> “Wings” “Dragonfly” “Tails” “On Our Way” <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author’s Purpose</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Final Sound</p> <p><b>Phonics</b> Letters <i>Ff</i> Words with <i>f</i> Blending Words Word Building</p> <p><b>Student Book</b> Cam, Pam, Fan, and Mac Fat Cat</p>	<p><b>Concepts of Print</b> Directionality High-Frequency Word Hunt</p> <p><b>Words to Know (High-Frequency Words)</b> <i>you, what</i></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Discuss Animals, Present</p>	<p><b>Oral Vocabulary</b> <i>daily, herd, muscles, pattern, several, usually</i></p> <p><b>Selection Vocabulary</b> <i>belongs, capture, nasty, sensitive</i></p> <p><b>Domain-Specific Vocabulary</b> <i>insect, mammal, fish, reptile, bird</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Words with Prefixes <i>un-, re-</i></p>	<p><b>Grammar Skill</b> Complete Sentences: Capitalization and Punctuation</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Listen and Respond Using Gestures, Words, and Phrases <b>Interpret:</b> Analyze Text Elements: Sequence <b>Produce:</b> Write a Retelling <b>How English Works:</b> Connect Ideas <b>Vocabulary Network:</b> Words about Animal Bodies</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences</p> <p><b>Focus Trait</b> Development</p> <p><b>Research/Media Literacy</b> Animal Fun Facts</p>

READING LITERATURE & INFORMATIONAL TEXT

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Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
14	<p><b>Read Aloud Book</b> Home for a Tiger, Home for a Bear <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Turtle Splash! <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Where Animals Live" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letters <i>Bb</i> Words with <i>b</i> Blending Words Word Building</p> <p><b>Student Book</b> What Now? Bab at Bat</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (High-Frequency Words)</b> <i>are, now</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Discuss Animal Habitats, Research, Share</p>	<p><b>Oral Vocabulary</b> <i>burrow, desert, lodge, patient, shade, soaring</i></p> <p><b>Selection Vocabulary</b> <i>idle, lounging, scampers, timid</i></p> <p><b>Domain-Specific Vocabulary</b> <i>habitat, environment, woodland, grassland, wetland</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Number Words</p> <p><b>Enrich Vocabulary</b> Number Words and Ordinals</p>	<p><b>Grammar Skill</b> Verbs in the the Past Tense</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Express Feelings or Needs <b>Interpret:</b> Ask and Answer Questions to Show Active Listening <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Recognize Present-Tense Verbs <b>Vocabulary Network:</b> Words about Animal Homes</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Focus Trait</b> Organization</p> <p><b>Research/Media Literacy</b> Research an Animal Habitat</p>
15	<p><b>Read Aloud Book</b> How Many Stars in the Sky? <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> What a Beautiful Sky! <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "What Will the Weather Be Like?" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Review Letters <i>Aa</i> (Short <i>a</i>), <i>Nn</i>, <i>Ff</i>, <i>Bb</i> Words with <i>a</i> (Short <i>a</i>), <i>n</i>, <i>f</i>, <i>b</i> Blending Review Word Building</p> <p><b>Student Book</b> Mac and Pam Cat Come with Me</p>	<p><b>Concepts of Print</b> Letters, Words, and Sentences</p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>come, me, with, my, you, what, are, now</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About the Night Sky</p>	<p><b>Oral Vocabulary</b> <i>dazzling, distance, gazing, leaned, planet, tunnel</i></p> <p><b>Selection Vocabulary</b> <i>fireball, thinner, beautiful, misty</i></p> <p><b>Domain-Specific Vocabulary</b> <i>star, sun, moon, galaxy</i></p> <p><b>Vocabulary Strategy</b> Figurative Language: Simile</p> <p><b>Enrich Vocabulary</b> Words with Endings <i>-ed, -ing</i></p>	<p><b>Grammar Skill</b> Statements</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer Yes-No Questions <b>Interpret:</b> Describe Text Elements: Character <b>Produce:</b> Write a Procedure <b>How English Works:</b> Recognize and Use Adjectives <b>Vocabulary Network:</b> Words about Things in the Sky</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Focus Trait</b> Organization</p>



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16	<p><b>Read Aloud Book</b> Dear Mr. Blueberry <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> What Is Science? <b>Genre:</b> Poetry</p> <p><b>Paired Selection</b> "Benjamin Franklin, Inventor" <b>Genre:</b> Biography</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Main Ideas</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Isolate Middle Sound</p> <p><b>Phonics</b> Letters <i>ii</i> Words with <i>i</i> (Short <i>i</i>) Blending Words Long <i>i</i>, Short <i>i</i></p> <p><b>Student Book</b> What Is It? Fit in My Cab</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (High-Frequency Words)</b> <i>is, how, of, so many, where</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Ideas About Science</p>	<p><b>Oral Vocabulary</b> <i>information, perhaps, pleased, pond, spurt, travel</i></p> <p><b>Selection Vocabulary</b> <i>fossils, geodes, geysers, glaciers</i></p> <p><b>Domain-Specific Vocabulary</b> <i>experiment, life science, earth and space science, physical science</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Science Words</p> <p><b>Enrich Vocabulary</b> Talk About Science and Scientists</p>	<p><b>Grammar Skill</b> Questions</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Apologize <b>Interpret:</b> Describe Author's Language <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Recognize and Use Prepositional Phrases <b>Vocabulary Network:</b> Words about Things Scientists Study</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Message</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>
17	<p><b>Read Aloud Book</b> It Is the Wind <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> From Caterpillar to Butterfly <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Anansi and Grasshopper" <b>Genre:</b> Trickster Tale</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Gg</i> Words with <i>g</i> Blending Words Word Building</p> <p><b>Student Book</b> Can You Find It? Pam Pig</p>	<p><b>Concepts of Print</b> Letters in Words Spaces Between Words</p> <p><b>Words to Know (High-Frequency Words)</b> <i>find, this, from, came, but, on</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Discuss Butterflies, Share Posters</p>	<p><b>Oral Vocabulary</b> <i>creaks, hare, hinge, howling, path, sways</i></p> <p><b>Selection Vocabulary</b> <i>ever, pumps, rush, tiny</i></p> <p><b>Domain-Specific Vocabulary</b> <i>metamorphosis, molt, chrysalis, larva</i></p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words</p> <p><b>Enrich Vocabulary</b> Words for Sounds</p>	<p><b>Grammar Skill</b> Proper Nouns for Places, People, and Pets</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer <i>wh-</i> Questions <b>Interpret:</b> Distinguish Effects of Words <b>Produce:</b> Write an Informational Report <b>How English Works:</b> Connect Ideas <b>Vocabulary Network:</b> Words about Nature</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Thank-You Note</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Make a Poster</p>
18	<p><b>Read Aloud Book</b> One-Dog Canoe <b>Genre:</b> Fiction</p> <p><b>Big Book</b> Atlantic <b>Genre:</b> Informational Text</p> <p><b>Paired Selections</b> "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Figurative Language</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Rr</i> Words with <i>r</i> Blending Words Vowel <i>ii</i></p> <p><b>Student Book</b> Nat, Tim, and Tan Sam Rip Is It</p>	<p><b>Concepts of Print</b> Directionality</p> <p><b>Words to Know (High-Frequency Words)</b> <i>will, be, into, that, your, who</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Share Information and Ask Questions</p>	<p><b>Oral Vocabulary</b> <i>canoe, dew, glided, paddle, peered, crew</i></p> <p><b>Selection Vocabulary</b> <i>conquered, lapping, relatives, scraping</i></p> <p><b>Domain-Specific Vocabulary</b> <i>inlet, iceberg, gulf, wave, tide</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Ask Questions About Words</p>	<p><b>Grammar Skill</b> Verbs in the Future Tense</p> <p><b>How English Works</b> Verb Types (doing)</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Identify and Use Common Nouns <b>Vocabulary Network:</b> Words about Water</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Friendly Letter</p> <p><b>Focus Trait</b> Conventions</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Compare Bodies of Water</p>

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19	<p><b>Read Aloud Book</b> Nicky and the Rainy Day <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> Sheep Take a Hike <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> "The Three Billy Goats Gruff" "The Builder and the Oni" <b>Genre:</b> Fairy Tales</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters <i>Dd</i> Words with <i>d</i> Blending Words Word Building</p> <p><b>Student Book</b> Go for It! D Is for Dad</p>	<p><b>Concepts of Print</b> Punctuation Directionality</p> <p><b>Words to Know (High-Frequency Words)</b> <i>go, for, here, they, soon, up</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Tell a Story Together</p>	<p><b>Oral Vocabulary</b> <i>blizzards, boring, cliffs, impossible, jungle, meadow</i></p> <p><b>Selection Vocabulary</b> <i>bicker, compass, hiking, tramp</i></p> <p><b>Domain-Specific Vocabulary</b> <i>trail, gear, supplies, pack</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Words for Walking and Hiking</p>	<p><b>Grammar Skill</b> Verbs in the Past Tense</p> <p><b>How English Works</b> Verb Types (being)</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions Using Open Responses; Gain and Hold the Floor <b>Interpret:</b> Describe Text Elements: Character <b>Produce:</b> Write a Description <b>How English Works:</b> Understand Text Structure <b>Vocabulary Network:</b> Words about Outdoor Adventures</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Sentences</p> <p><b>Focus Trait</b> Elaboration</p> <p><b>Write About Reading</b> Performance Task</p>
20	<p><b>Read Aloud Book</b> Duck &amp; Goose <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> Curious George's Dinosaur Discovery <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "Exploring Land and Water" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Add Phonemes</p> <p><b>Phonics</b> Review Letters <i>li</i> (Short <i>i</i>), <i>Gg</i>, <i>Dd</i>, <i>Rr</i> Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review Word Building Adding <i>-s (/s/, /z/)</i>; no formal lesson</p> <p><b>Student Book</b> The Big Dig We Fit</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Discuss Curiosity</p>	<p><b>Oral Vocabulary</b> <i>apologized, attention, confusion, notice, snooze, webbed</i></p> <p><b>Selection Vocabulary</b> <i>expected, display, museum, quarry</i></p> <p><b>Domain-Specific Vocabulary</b> <i>discover, examine, experiment, verify</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Verbs: Past, Present, Future</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions Using Open Responses and Elaborate on Ideas <b>Interpret:</b> Ask and Answer Questions <b>Produce:</b> Give a Speech <b>How English Works:</b> Connect Words <b>Vocabulary Network:</b> Words about Science</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Sentences</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>

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Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
21	<p><b>Read Aloud Book</b> Simon and Molly plus Hester <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Zin! Zin! Zin! a Violin <b>Genre:</b> Poetry</p> <p><b>Paired Selections</b> Celebration The Lobsters and the Fiddler Crab The More We Get Together <b>Genre:</b> Poetry/Song</p>	<p><b>Target Skill</b> Details</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonemic Awareness</b> Blend Phonemes Segment Phonemes</p> <p><b>Phonics</b> Letters Oo (Short o) Words with o (Short o) Adding -s (/s/, /z/;) no formal lesson) Blending Words Long o, Short o</p> <p><b>Student Book</b> Make It Pop! My Dog, Tom</p>	<p><b>Concepts of Print</b> Directionality</p> <p><b>Words to Know (High-Frequency Words)</b> make, play, them, give, say, new</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Discuss Musical Instruments, Share</p>	<p><b>Oral Vocabulary</b> idea, just, plain, teach, together, until</p> <p><b>Selection Vocabulary</b> adore, eager, gleeful, hesitate</p> <p><b>Domain-Specific Vocabulary</b> practice, rehearsal, perform, applause</p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes -ful, -ly</p>	<p><b>Grammar Skill</b> Pronouns: he, she, we</p> <p><b>How English Works</b> Verb Types (feeling)</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions Using Open Responses; Gain and Hold the Floor <b>Interpret:</b> Describe Ideas <b>Produce:</b> Write a Story <b>How English Works:</b> Recognize and Use Past Tense Verbs <b>Vocabulary Network:</b> Words about Working Together</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Lists</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Research Musical Instruments</p>
22	<p><b>Read Aloud Book</b> A Tiger Grows Up <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Leo the Late Bloomer <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "What Can a Baby Animal Do?" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters Xx, Jj Words with x, j Blending Words Word Building</p> <p><b>Student Book</b> A Good Job Fix It!</p>	<p><b>Concepts of Print</b> Punctuation</p> <p><b>Words to Know (High-Frequency Words)</b> said, good, was, then, ate, could</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Talk About Fiction and Informational Texts</p>	<p><b>Oral Vocabulary</b> blend, cub, den, pounces, prey, scraps</p> <p><b>Selection Vocabulary</b> bloomer, patience, signs, sloppy</p> <p><b>Oral Vocabulary</b> blend, cub, den, pounces, prey, scraps</p> <p><b>Domain-Specific Vocabulary</b> mature, develop, height, ability</p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Words with Suffix -less</p>	<p><b>Grammar Skill</b> Pronouns: they, it, I</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Greet <b>Interpret:</b> Describe Language Choices <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Use Nouns and Noun Phrases <b>Vocabulary Network:</b> Words about Growing Up</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Lists</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p>
23	<p><b>Read Aloud Book</b> Oscar and the Frog <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Zinnia's Flower Garden <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Growing Sunflowers" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Text and Graphic Features</p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters Ee (Short e) Words with e (Short e) Blending Words Long e, Short e</p> <p><b>Student Book</b> My Pet Dog Ben and Jen</p>	<p><b>Concepts of Print</b> Diagrams and Labels</p> <p><b>Words to Know (High-Frequency Words)</b> she, all, over, her, when, some</p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Discuss, Research, Share</p>	<p><b>Oral Vocabulary</b> tadpole, stared, gills, hatch, shrink, (river) bank</p> <p><b>Selection Vocabulary</b> fragrant, inspects, pesky, sprinkles</p> <p><b>Domain-Specific Vocabulary</b> nutrients, sprout, sunlight, soil, water</p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Words for Growing</p>	<p><b>Grammar Skill</b> Proper Nouns for Days and Months</p> <p><b>How English Works</b> Text Structure</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer Questions; Follow Turn-Taking Rules <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Write a Response <b>How English Works:</b> Recognize and Use Prepositional Phrases <b>Vocabulary Network:</b> Words about Growing Things</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Invitations</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> How Living Things Grow</p>

READING LITERATURE & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

LANGUAGE

WRITING

Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
24	<p><b>Read Aloud Book</b> Red Eyes or Blue Feathers <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Chameleon, Chameleon <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Amazing Animal Bodies" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Hh, Kk</i> Words with <i>h, k</i> Blending Words Word Building</p> <p><b>Student Book</b> Hog in a Hat Kid Hid</p>	<p><b>Concepts of Print</b> Book Parts</p> <p><b>Words to Know (High-Frequency Words)</b> <i>he, no, away, must, by, there</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Play a Guessing Game</p>	<p><b>Oral Vocabulary</b> <i>communicate, mood, scent, sly, survive, temperature</i></p> <p><b>Selection Vocabulary</b> <i>danger, juicy, peaceful, poisonous</i></p> <p><b>Domain-Specific Vocabulary</b> <i>adapt, disguise, predator, prey, blend</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Describing Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes <i>-ful, -ly</i></p>	<p><b>Grammar Skill</b> Questions</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions Using Open Responses; Gain and Hold the Floor <b>Interpret:</b> Distinguish Effects of Word Choice <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Identify and Use Conjunctions <b>Vocabulary Network:</b> Words about Animal Colors</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Report</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p>
25	<p><b>Read Aloud Book</b> Bread Comes to Life <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Pie in the Sky <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "From Apple Tree to Store" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonemic Awareness</b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b>Phonics</b> Review Letters <i>Oo</i> (Short <i>o</i>), <i>Xx, Jj, Ee</i> (short <i>e</i>), <i>Hh, Kk</i> (Short <i>e</i>), <i>h, k</i> Blending Review Vowels <i>Oo, Ee</i></p> <p><b>Student Book</b> Six Pigs Hop Play It, Kid</p>	<p><b>Concepts of Print</b> Types, Functions of Print Materials</p> <p><b>Words to Know (High-Frequency Words)</b> Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Discuss Recipes, Share Recipes</p>	<p><b>Oral Vocabulary</b> <i>crop, golden, patch, sprout, sturdy, grind</i></p> <p><b>Selection Vocabulary</b> <i>buds, damp, feast, finally</i></p> <p><b>Domain-Specific Vocabulary</b> <i>crop, harvest, fruit, grains, vegetables</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Seasons</p> <p><b>Enrich Vocabulary</b> Words for Eating and Foods</p>	<p><b>Grammar Skill</b> Exclamations</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer Yes-No Questions <b>Interpret:</b> Describe Text Elements: Rhyme <b>Produce:</b> Write a Summary <b>How English Works:</b> Recognize and Use Adjectives <b>Vocabulary Network:</b> Words about Bread</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Report</p> <p><b>Focus Trait</b> Evidence</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Favorite Recipes</p>

READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
26	<p><b>Read Aloud Book</b> Curious George Makes Pancakes <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> Kitten's First Full Moon <b>Genre:</b> Fiction</p> <p><b>Paired Selections</b> Drinking Fountain The Puppy Chased the Sunbeam Silverly Moon Boat <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Genre</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Uu</i> (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words Long <i>u</i>, Short <i>u</i></p> <p><b>Student Book</b> Fun, Fun, Fun Bug and Cat</p>	<p><b>Concepts of Print</b> High-Frequency Word Hunt</p> <p><b>Words to Know (High-Frequency Words)</b> <i>do, down, went, only, little, just</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About Trying Your Best</p>	<p><b>Oral Vocabulary</b> <i>assistant, enormous, generous, mayor, shocked, volunteers</i></p> <p><b>Selection Vocabulary</b> <i>seemed, sprang, stretched, tumbled</i></p> <p><b>Domain-Specific Vocabulary</b> <i>persistence, effort, attempt, accomplishment</i></p> <p><b>Vocabulary Strategy</b> Antonyms</p> <p><b>Enrich Vocabulary</b> Words with Prefix <i>re-</i></p>	<p><b>Grammar Skill</b> Nouns: Singular and Plural</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Respond Using Gestures, Words, and Phrases; Follow Turn-Taking Rules <b>Interpret:</b> Ask and Answer Questions <b>Produce:</b> Plan a Speech <b>How English Works:</b> Understand Text Sequence: Organization <b>Vocabulary Network:</b> Words about Trying</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature</p> <p><b>Focus Trait</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p>
27	<p><b>Read Aloud Book</b> Someone Bigger <b>Genre:</b> Fiction</p> <p><b>Big Book</b> One of Three <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Cross-Country Trip" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Supporting Skills</b> Understanding Characters</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Ll, Ww</i> Words with <i>l, w</i> Blending Words Word Building</p> <p><b>Student Book</b> Win a Cup! Wes Can Help</p>	<p><b>Concepts of Print</b> Directionality</p> <p><b>Words to Know (High-Frequency Words)</b> <i>have, help, one, every, ask, walk</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Talk About a Trip</p>	<p><b>Oral Vocabulary</b> <i>creatures, firmly, kite, launched, light, replied</i></p> <p><b>Selection Vocabulary</b> <i>since, invited, remember, triplets</i></p> <p><b>Domain-Specific Vocabulary</b> <i>luggage, tourist, journey, landmark</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Places</p> <p><b>Enrich Vocabulary</b> Words with Prefix <i>un-</i></p>	<p><b>Grammar Skill</b> Subject-Verb Agreement</p> <p><b>How English Works</b> Connecting Ideas</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer <i>wh-</i> Questions <b>Interpret:</b> Describe Text Elements <b>Produce:</b> Write an Exposition <b>How English Works:</b> Use Connecting Words <b>Vocabulary Network:</b> Words about Family Outings</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature</p> <p><b>Focus Trait</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p>
28	<p><b>Read Aloud Book</b> The Little Engine That Could <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> You Can Do It, Curious George! <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> "Whistling" "Time to Play" "By Myself" <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Genre: Fantasy</p>	<p><b>Phonemic Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>Vv, Zz</i> Words with <i>v, z</i> Blending Words Vowel <i>Uu</i></p> <p><b>Student Book</b> Vet on a Job! Roz the Vet</p>	<p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (High-Frequency Words)</b> <i>look, out, very, their, saw, put</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Share Ideas, Retell Stories, Discuss Books, Share</p>	<p><b>Oral Vocabulary</b> <i>bellowed, dingy, rumbled, valley, waiters, weary</i></p> <p><b>Selection Vocabulary</b> <i>prize, different, chef, slope</i></p> <p><b>Domain-Specific Vocabulary</b> <i>considerate, kind, loyal, thoughtful</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Subject-Verb Agreement</p> <p><b>How English Works</b> Verb Tenses</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas Using Open Responses <b>Interpret:</b> Evaluate Language Choices <b>Produce:</b> Plan a Speech <b>How English Works:</b> Use Verbs and Verb Types <b>Vocabulary Network:</b> Words about Helping Friends</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature</p> <p><b>Focus Trait</b> Purpose</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Write About Curious George</p>

	READING LITERATURE & INFORMATIONAL TEXT	FOUNDATIONAL SKILLS	SPEAKING & LISTENING	LANGUAGE	WRITING				
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
29	<p><b>Read Aloud Book</b> Baby Brains <b>Genre:</b> Fiction</p> <p><b>Big Book</b> Look at Us <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "The Three Little Pigs" <b>Genre:</b> Fairy Tale</p>	<p><b>Target Skill</b> Main Idea and Details</p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Author's Purpose</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Letters Yy, Qq (qu) Words with y, q (qu) Blending Words Word Building</p> <p><b>Student Book</b> Not Yet Can Not Quit Yet</p>	<p><b>Concepts of Print</b> Types, Functions of Print Materials</p> <p><b>Words to Know (High-Frequency Words)</b> off, take, our, day, too, show</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Retell Simon James Stories, Discuss Books, Share</p>	<p><b>Oral Vocabulary</b> certainly, embarrassed, languages, mumbled, popular, study</p> <p><b>Selection Vocabulary</b> projects, visitors, scared, proud</p> <p><b>Domain-Specific Vocabulary</b> develop, accomplish, knowledge</p> <p><b>Vocabulary Strategy</b> Figurative Language</p> <p><b>Enrich Vocabulary</b> Words for Feelings</p>	<p><b>Grammar Skill</b> Prepositions: for, to, with, from, of</p> <p><b>How English Works</b> Text Cohesion</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas Using Open Responses; Gain and Hold the Floor <b>Interpret:</b> Analyze Language <b>Produce:</b> Write a Drama <b>How English Works:</b> Expand Noun Phrases <b>Vocabulary Network:</b> Words about Learning</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal</p> <p><b>Focus Trait</b> Development</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy</b> Simon James Books</p>
30	<p><b>Read Aloud Book</b> Pet Show! <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Miss Bindergarten Celebrates the Last Day of Kindergarten <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> "Schools Then and Now" <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Supporting Skills</b> Genre</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Review Letters Aa (Short a), Ee (Short e), Ii (Short i), Oo (Short o), Uu (Short u) Words with -s, -ing Word Building</p> <p><b>Student Book</b> Max Is Up A Fun Job</p>	<p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (High-Frequency Words)</b> Review: down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Good Neighbors and Good Friends</p>	<p><b>Oral Vocabulary</b> announced, entrance, expect, favorite, independent, judge</p> <p><b>Selection Vocabulary</b> attendance, balance, perfume, success</p> <p><b>Domain-Specific Vocabulary</b> concern, kindness, neighborly, generous</p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Prepositions in Sentences</p>	<p><b>Grammar Skill</b> Prepositions: in, on, out, off, by</p> <p><b>How English Works</b> Prepositional Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Elaborate On Ideas Using Learned Phrases <b>Interpret:</b> Analyze Author's Word Choice <b>Produce:</b> Plan a Presentation <b>How English Works:</b> Identify and Use Prepositions <b>Vocabulary Network:</b> Words about Pets</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal</p> <p><b>Focus Trait</b> Development</p> <p><b>Write About Reading</b> Performance Task</p>

GRADE K • Review and Extend

READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
31	<p><b>Read Aloud Books</b> Oscar and the Frog Every Season</p> <p><b>Big Books</b> From Caterpillar to Butterfly The Handiest Things in the World What Do You Do With a Tail Like This?</p>	<p><b>Genre Study: Informational Text</b> Read and Discuss Discuss Genre List Genre Features</p>	<p><b>Phonemic Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels <i>e, i, o</i> (CV pattern)</p> <p><b>Student Book</b> How Can We Go?</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: <i>many, them, new, when, soon, them, give, say, how, where</i></p>	<p><b>Read and Discuss</b> Think Through the Text</p>	<p><b>Oral Vocabulary</b> Review: <i>certainly, curious, interesting, notice, patient, usually</i></p>	<p><b>Warm Up With Wordplay</b></p> <ul style="list-style-type: none"> <li>• Rhyming Simon</li> <li>• Share a Riddle</li> <li>• Put Words in the Right Place</li> <li>• Give Two-Word Clues</li> <li>• Lunch with a Story Friend</li> </ul>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas Using Open Responses <b>Interpret:</b> Describe Phenomena <b>Produce:</b> Write a Report <b>How English Works:</b> Connect Ideas <b>Vocabulary Network:</b> Words about Informational Text</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Description</p> <p><b>Write About Reading</b> Respond to Texts</p>
32	<p><b>Read Aloud Books</b> Simon and Molly plus Hester Amelia's Show-and-Tell-Fiesta Pet Show! Pizza at Sally's</p> <p><b>Big Book</b> Kitten's First Full Moon</p>	<p><b>Genre Study: Realistic Fiction</b> Read and Discuss Discuss Genre List Genre Features</p>	<p><b>Phonemic Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels <i>e, i, o</i> (CV pattern)</p> <p><b>Student Book</b> Can I Play?</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: <i>I, be, go, he, me, no, so, we</i></p>	<p><b>Read and Discuss</b> Think Through the Text</p>	<p><b>Oral Vocabulary</b> Review: <i>admired, several, perhaps, generous, blend, treasures</i></p>	<p><b>Warm Up With Wordplay</b></p> <ul style="list-style-type: none"> <li>• Friends!</li> <li>• Birthdays Around the World</li> <li>• What Do You Think?</li> <li>• Word Categories</li> <li>• New Meanings</li> </ul>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas Using Open Responses <b>Interpret:</b> Ask and Answer Questions <b>Produce:</b> Give a Speech <b>How English Works:</b> Use Connecting Words <b>Vocabulary Network:</b> Words about Realistic Fiction</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story</p> <p><b>Write About Reading</b> Respond to Texts</p>

GRADE K • Review and Extend

READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing
33	<p><b>Read Aloud Books</b> The Little Engine That Could Curious George Makes Pancakes One-Dog Canoe Nicky and the Rainy Day</p> <p><b>Big Book</b> How Do Dinosaurs Go to School?</p>	<p><b>Genre Study: Fantasy</b> Read and Discuss Discuss Genre List Genre Features</p>	<p><b>Phonemic Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels <i>a, i</i> (CVCe pattern)</p> <p><b>Student Book</b> Get Set! Dive!</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: <i>them, then, how, now, where, there, day, away, you, your</i></p>	<p><b>Read and Discuss</b> Think Through the Text</p>	<p><b>Oral Vocabulary</b> Review: <i>enormous, delight, dazzling, golden, independent, impossible</i></p>	<p><b>Warm Up With Wordplay</b></p> <ul style="list-style-type: none"> <li>• Guess the Transportation Word</li> <li>• Categorize</li> <li>• Food Clues</li> <li>• Rhyme Circle</li> <li>• Mystery Bag</li> </ul>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Offer Opinions and Ideas Using Learned Phrases <b>Interpret:</b> Describe Text Elements <b>Produce:</b> Write a Story <b>How English Works:</b> Use Verbs and Verb Phrases <b>Vocabulary Network:</b> Words about Fantasy</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fantasy Story</p> <p><b>Write About Reading</b> Respond to Texts</p>
34	<p><b>Big Books</b> What Is Science? Zin! Zin! Zin! a Violin "Wings" in <i>What Do You Do With a Tail Like This?</i> "Drinking Fountain" in <i>Kitten's First Full Moon</i></p> <p><b>Instructional Flip Chart C</b> Neighbors</p>	<p><b>Genre Study: Poetry</b> Read and Discuss Discuss Genre List Genre Features</p>	<p><b>Phonemic Awareness</b> Middle Sounds Long and Short Vowel Sounds</p> <p><b>Phonics</b> Long Vowels <i>o, u</i> (CVCe pattern)</p> <p><b>Student Book</b> Luke, June, and Rose</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: <i>of, off, that, this, take, make, come, some, very, every</i></p>	<p><b>Read and Discuss</b> Think Through the Text</p>	<p><b>Oral Vocabulary</b> Review: <i>doubt, gleaming, mood, pattern, pleased, strange</i></p>	<p><b>Warm Up With Wordplay</b></p> <ul style="list-style-type: none"> <li>• Word Families</li> <li>• Opposites</li> <li>• Mystery Vowel</li> <li>• Share a Riddle</li> <li>• Two Words</li> </ul>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer <i>wh</i>-Questions <b>Interpret:</b> Evaluate Language Choices: Word Choice <b>Produce:</b> Prepare a Presentation <b>How English Works:</b> Use Nouns and Noun Phrases <b>Vocabulary Network:</b> Words about Poetry</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Poem</p> <p><b>Write About Reading</b> Respond to Texts</p>