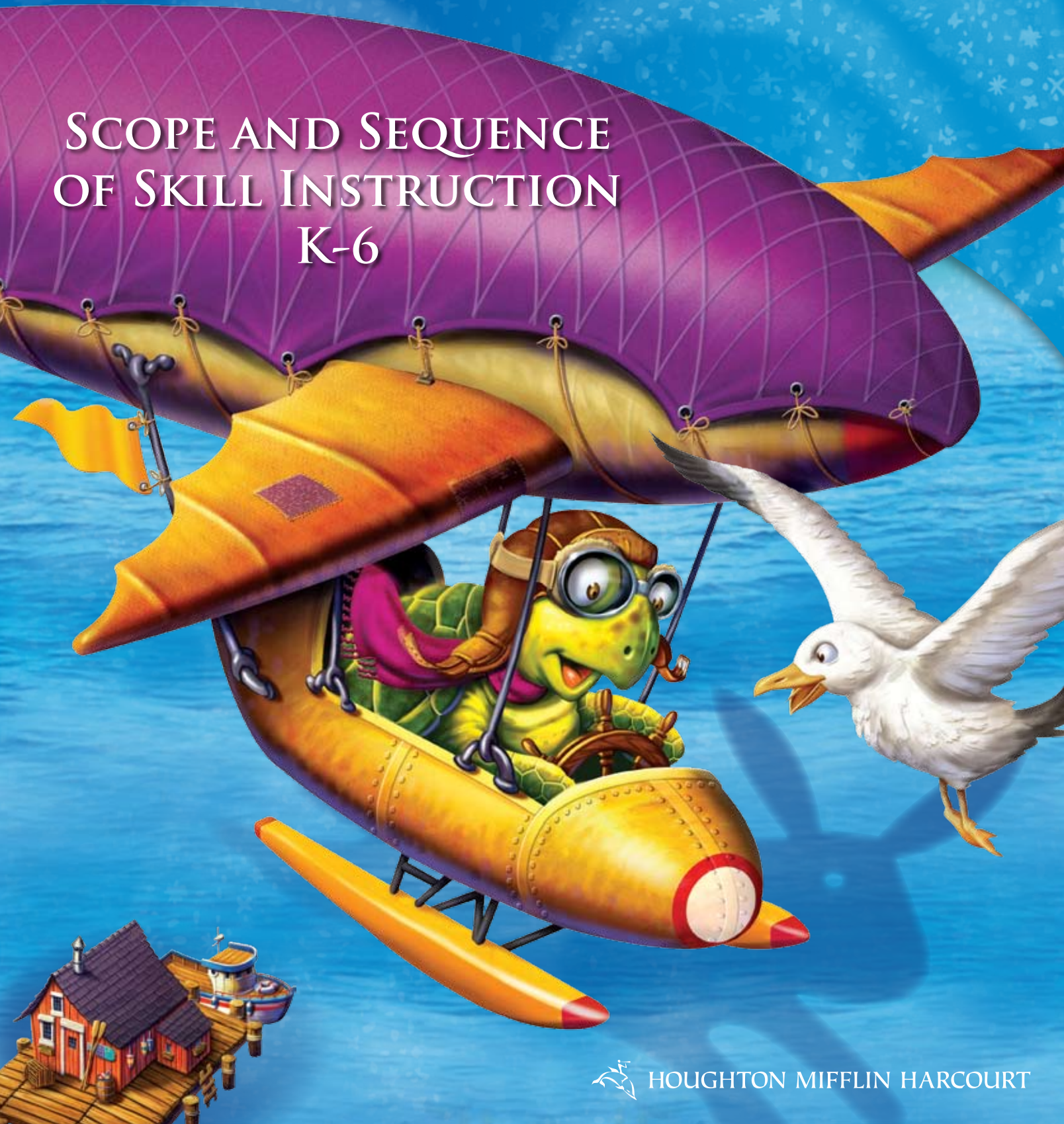


JOURNEYS

SCOPE AND SEQUENCE
OF SKILL INSTRUCTION
K-6



HOUGHTON MIFFLIN HARCOURT

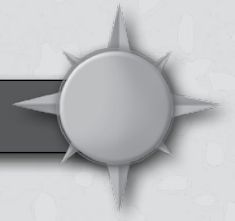
WELCOME TO KINDERGARTEN

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

KINDERGARTEN

UNIT 1: FRIENDLY FACES

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
1	<p>Big Book: <i>What Makes a Family?</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Building with Dad</i> Genre: Realistic Fiction</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> • “Frère Jacques” • “Everybody Says” • “Tortillas for Mommy” • “My Little Sister” <p>Genre for “Frère Jacques”: Poetry and Lullaby Genre for Remaining Paired Selections: Poetry</p> <p>Text Focus Skill</p> <ul style="list-style-type: none"> • Repeating Words, Rhyming Words, Rhythm • Characteristic of a lullaby 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Rhyming Words • Single Sounds <p>Letter Names:</p> <p>Letters: Kk, Ll, Mm, Nn, Oo</p> <p>Words to Know (High-Frequency Words):</p> <p>I</p> <p>Fluency:</p> <p>Read with Expression Retelling</p>	<p>Selection Vocabulary:</p> <p>celebrate (v), family (n), memories (n), include (v)</p> <p>Oral Vocabulary:</p> <p>cranes, crew, gleaming, mechanic, outlining, solid</p> <p>Vocabulary Strategy:</p> <p>Classify and Categorize: Family Words</p>
2	<p>Big Book: <i>How Do Dinosaurs Go to School?</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Friends at School</i> Genre: Informational Text (Social Studies)</p>	<p>Paired Selection:</p> <p>“My School Bus” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill</p> <p>Photographs/Map</p>	<p>Phonemic Awareness:</p> <p>Beginning Sounds</p> <p>Letter Names:</p> <p>Letters: Pp, Qq, Rr, Ss, Tt</p> <p>Words to Know (High-Frequency Words):</p> <p>like</p> <p>Fluency:</p> <p>Pause for Punctuation Retelling</p>	<p>Selection Vocabulary:</p> <p>bullying (v), tidies (v), fidget (v), interrupt (v)</p> <p>Oral Vocabulary:</p> <p>busy, company, container, job, scoop, tortoises</p> <p>Vocabulary Strategy:</p> <p>Rhyme</p>



COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p><u>Comprehension Skill:</u> Main Ideas</p> <p><u>Comprehension Strategy:</u> Summarize</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none">• Directionality: Left to Right• Punctuation: Period **	<p><u>N/A</u></p>	<p><u>Grammar Skill:</u> Nouns for People</p> <p><u>Writing Mode:</u> Writing About Us: Labels (Names)</p> <p><u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none">• <i>See What We Can Do</i>• <i>We Can Make It</i>
<p><u>Comprehension Skill:</u> Understanding Characters</p> <p><u>Comprehension Strategy:</u> Infer/Predict</p> <p><u>Concepts of Print</u></p> <ul style="list-style-type: none">• Directionality: Locate Print, Left to Right, Top to Bottom **• Punctuation: Period	<p><u>N/A</u></p>	<p><u>Grammar Skill:</u> Nouns for Places</p> <p><u>Writing Mode:</u> Writing About Us: Labels</p> <p><u>Focus Trait:</u> Ideas</p>	<ul style="list-style-type: none">• <i>We Go to School</i>• <i>I Like</i>

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
3	<p>Big Book: <i>Please, Puppy, Please</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>I Have a Pet!</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Different Kinds of Dogs” Genre: Informational Text (Science)</p> <p>Text Focus Skill Diagram</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Beginning Sounds Words in Oral Sentences <p>Letter Names: Letters: Uu, Vv, Ww, Xx, Yy, Zz</p> <p>Words to Know (HFW): the</p> <p>Fluency: Reading Rate, Retelling</p>	<p>Selection Vocabulary: fetch (v), inside (n), outside (n), please (v)</p> <p>Oral Vocabulary: cooperate, curious, interesting, slimy, smooth, vet</p> <p>Vocabulary Strategy: Synonyms</p>
4	<p>Big Book: <i>Everybody Works</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Pizza at Sally’s</i> Genre: Realistic Fiction</p>	<p>Paired Selection:</p> <ul style="list-style-type: none"> “The Elves and the Shoemaker” “The Lion and the Mouse” <p>Genre for <i>Elves</i>: Fairy Tale (Traditional Tale) Genre for <i>Lion</i>: Fable (Traditional Tale)</p> <p>Text Focus Skill</p> <ul style="list-style-type: none"> Storytelling Phrases Characteristics of a Fairy Tale and of a Fable 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Beginning Sounds Words in Oral Sentences <p>Phonics: Letter Mm *</p> <p>Words to Know (HFW): and</p> <p>Fluency: Pause for Punctuation Retelling</p>	<p>Selection Vocabulary: creating (v), delivering (v), hobby (n), protecting (v)</p> <p>Oral Vocabulary: customers, dough, famous, perfect, sprinkled, stretchy</p> <p>Vocabulary Strategy: Environmental Print</p>
5	<p>Big Book: <i>Kite Flying</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>The Little Red Hen</i> Genre: Folk Tale and Fable (Traditional Tale)</p>	<p>Paired Selection: “Kite Festival Today” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Captions (left/right; back/front)</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Beginning Sounds Words in Oral Sentences <p>Phonics:</p> <ul style="list-style-type: none"> Letter Ss * Review: m, s <p>Words to Know (HFW): Review I, like, the, and</p> <p>Fluency: Read with Expression, Retelling</p>	<p>Selection Vocabulary: attach (v), blowing (v), noisemaker (n), whiskers (n)</p> <p>Oral Vocabulary: admired, delicious, delight, doubt, fable, sigh</p> <p>Vocabulary Strategy: Synonyms</p>



COMPREHENSION	LISTENING AND SPEAKING	GRAMMAR/Writing	DECODABLE READERS
<p>Comprehension Skill: Story Structure</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Compound Words** • Directionality: Left to Right, Spoken Words to Print • Letters and Words: First, Last Letters, Distinguish Letters from Words ** 	<p>N/A</p>	<p>Grammar Skill: Nouns for Animals and Things</p> <p>Writing Mode: Writing About Us: Captions</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Baby Bear's Family</i> • <i>The Party</i>
<p>Comprehension Skill: Text and Graphic Features</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence ** • Punctuation: Period, Question Mark 	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Action Verbs in Present Tense</p> <p>Writing Mode: Writing About Us: Class Story (Telling Details)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Mm</i> • <i>I Like Mm</i>
<p>Comprehension Skill: Sequence of Events</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence • Punctuation: Period, Question Mark, Exclamation Point ** • Compound Words 	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Action Verbs in Present Tense</p> <p>Writing Mode: Writing About Us: Class Story (Telling Details)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Ss</i> • <i>I Like Ss</i>

UNIT 2: SHOW AND TELL

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
6	<p>Big Book: <i>My Five Senses</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Listen, Listen</i> Genre: Concept Book</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> • “Poems About Senses” • “Picnic Day” • “Here Are My Eyes” • “The Storm” • “Five Wonderful Senses” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhyme</p>	<p>Phonemic Awareness: Blend Onset and Rime</p> <p>Phonics: Letter Aa* (Short a)</p> <p>Words to Know (HFW): see</p> <p>Fluency: Pause for Punctuation Retelling</p>	<p>Selection Vocabulary: aware (adj.), senses (n), sight (n), touch (n)</p> <p>Oral Vocabulary: drift, ripen, scurry, sizzle, whisper, whistle</p> <p>Vocabulary Strategy: Context Clues</p>
7	<p>Big Book: <i>Mice Squeak, We Speak</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Amelia’s Show-and-Tell Fiesta</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “The Fort Worth Zoo” Genre: Informational Text (Science)</p> <p>Text Focus Skill Headings and Labels</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Onset and Rime • Segment Onset and Rime <p>Phonics: Letter Tt *</p> <p>Words to Know (HFW): we</p> <p>Fluency: Pause for Punctuation Retelling</p>	<p>Selection Vocabulary: chatter (v), coo (v), snore (v), squawk (v)</p> <p>Oral Vocabulary: foolish, frowns, ruffled, special, treasures, tropical</p> <p>Vocabulary Strategy: Classify and Categorize: Sensory Words</p>
8	<p>Big Book: <i>Move!</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Jonathan and His Mommy</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “The Hare and the Tortoise” Genre: Folk Tale and Fable (Traditional Tale)</p> <p>Text Focus Skill Characteristic of a Folk Tale and a Fable (teaches a lesson)</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Onset and Rime • Segment Onset and Rime <p>Phonics: Letter Cc * (/k/)</p> <p>Words to Know (HFW): a</p> <p>Fluency: Read with Expression Retelling</p>	<p>Selection Vocabulary: colony (n), rustling (v), slithers (v), startled (v)</p> <p>Oral Vocabulary: backward, beat, leap, strange, wiggle, zigzag</p> <p>Vocabulary Strategy: Classify and Categorize: Action Words</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Compare and Contrast</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence • Punctuation: Period, Exclamation Point • Role of Author, Illustrator ** • Using a Chart 	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Sensory Words</p> <p>Writing Mode: Write to Describe: Descriptive Sentences (Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • Aa • I See
<p>Comprehension Skill: Understanding Characters</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence ** • Punctuation: Period, Exclamation Point 	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Sensory Words</p> <p>Writing Mode: Write to Describe: Descriptive Sentences (Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • Tt • We Like Toys
<p>Comprehension Skill: Details</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Word in a Sentence • Punctuation: Period, Question Mark, Exclamation Point, Ellipsis ** 	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Colors</p> <p>Writing Mode: Write to Describe: Captions (Descriptive Sentences; Colors, Sensory Words)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • Cc • I Can See

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
9	<p>Big Book: <i>What Do Wheels Do All Day?</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Good Morning, Digger</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Wheels Long Ago and Today” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos</p>	<p>Phonemic Awareness: Blend Phonemes</p> <p>Phonics: Letter Pp *</p> <p>Words to Know (HFW): to</p> <p>Fluency: Reading Rate Retelling</p>	<p>Selection Vocabulary: sputter (v), travelers (n), twirl (v), patrol (v)</p> <p>Oral Vocabulary: early, weeds, community, cement, vacant, welding</p> <p>Vocabulary Strategy: Rhyme</p>
10	<p>Big Book: <i>Mouse Shapes</i> Genre: Concept Book</p> <p>Read Aloud Book: <i>David’s Drawings</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Signs and Shapes” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Signs/Environmental Print</p>	<p>Phonemic Awareness: Blend Phonemes</p> <p>Phonics: Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p>Words to Know (HFW): Review see, we, a, to</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</p> <p>Oral Vocabulary: add, fluffy, fresh, grinned, moment, shyly</p> <p>Vocabulary Strategy: Classify and Categorize: Shape Words</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Text and Graphic Features</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Using Pictures and Text ** • Punctuation: Period, Exclamation Point 	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Numbers</p> <p>Writing Mode: Write to Describe: Description (Descriptive Words, Numbers)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • <i>Pp</i> • <i>I Like Animals</i>
<p>Comprehension Skill: Story Structure</p> <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Letter of a Sentence ** • Punctuation: Quotation Marks 	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Adjectives for Size and Shape</p> <p>Writing Mode: Write to Describe: Description (Descriptive Words, Size and Shape)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • <i>Mmmm, Good!</i> • <i>The Playground</i>

UNIT 3: OUTSIDE MY DOOR

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
11	<p>Big Book: <i>Jump into January</i> Genre: Concept Book</p> <p>Read Aloud Book: <i>Every Season</i> Genre: Informational Text (Social Studies)</p>	<p>Paired Selection: “Holidays All Year Long” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Calendar</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Phonemes • Final Sound <p>Phonics:</p> <ul style="list-style-type: none"> • Review Letter Aa* (Short a) • Words with a (Short a) • Blending Words <p>Words to Know (HFW): come, me</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: glistens (v), jive (v), local (adj.), orchard (n)</p> <p>Oral Vocabulary: bloom, peck, scatter, speckled, store, tracks</p> <p>Vocabulary Strategy: Figurative Language</p>
12	<p>Big Book: <i>Snow</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Storm Is Coming!</i> Genre: Fantasy</p>	<p>Paired Selection: “How Water Changes” Genre: Informational Text (Science)</p> <p>Text Focus Skill Photos and Captions</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Phonemes • Final Sound <p>Phonics:</p> <ul style="list-style-type: none"> • Letter: Nn * • Words with n • Blending Words <p>Words to Know (HFW): with, my</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: drifted (v), gathering (v), swirled (v), wisely (adv.)</p> <p>Oral Vocabulary: guard, huddle, nodded, pasture, silent, stampede</p> <p>Vocabulary Strategy: Classify and Categorize: Sensory Words</p>
13	<p>Big Book: <i>What Color Is Nature?</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>A Zebra’s World</i> Genre: Informational Text (Science)</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> • Poems About Colors • “I Love Colors” • “Zebra” • “Many Colors” • “Baa, Baa Black Sheep” • “What Do I Spy?” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhythm</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Phonemes • Final Sound <p>Phonics:</p> <ul style="list-style-type: none"> • Letter: Ff * • Words with f • Blending Words <p>Words to Know (HFW): you, what</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: everywhere (adj.), nature (n), salamander (n), surrounded (adj.)</p> <p>Oral Vocabulary: daily, herd, muscles, pattern, several, usually</p> <p>Vocabulary Strategy: Classify and Categorize: Color Words</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Compare and Contrast</p> <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Letter of a Name ** • Phrases, Punctuation: Match Spoken Phrases to Print, Question Mark, Exclamation Point 	<p>Extend Through Research Record and Publish Research</p> <p>Listening and Speaking: Share Information</p>	<p>Grammar Skill: Sentence Parts: Subject</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story Sentences (Exact Nouns)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • <i>Come and See Me</i> • <i>Pam and Me</i>
<p>Comprehension Skill: Conclusions</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Letters and Words • Punctuation: Quotation Marks ** 	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Sentence Parts: Verb</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story Sentences (Exact Verbs)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • <i>I Can Nap</i> • <i>Tap with Me</i>
<p>Comprehension Skill: Author's Purpose</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Words and Sentences ** • Compound Words** 	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Complete Sentences: Capitalization and Punctuation</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story Sentences (Details)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>What Can You See?</i> • <i>Fat Cat</i>

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
14	<p>Big Book: <i>Turtle Splash!</i> Genre: Concept Book</p> <p>Essential Question: What causes events in a story to happen?</p> <p>Read Aloud Book: <i>Home for a Tiger, Home for a Bear</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “Where Animals Live” Genre: Informational Text (Science)</p> <p>Text Focus Skill Labels</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Middle Sound <p>Phonics:</p> <ul style="list-style-type: none"> Letter Bb * Words with b Blending Words <p>Words to Know (HFV): are, now</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: idle (adj.), lounging (v), scampers (v), timid (adv.)</p> <p>Oral Vocabulary: burrow, desert, (beaver’s) lodge, patient, shade, soaring</p> <p>Vocabulary Strategy: Classify and Categorize: Number Words</p>
15	<p>Big Book: <i>What a Beautiful Sky!</i> Genre: Informational Text (Science)</p> <p>Essential Question: Why is it important to know what happens first, next, and last in a selection?</p> <p>Read Aloud Book: <i>How Many Stars in the Sky?</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “What Will the Weather Be Like?” Genre: Informational Text (Science)</p> <p>Text Focus Skill Symbols</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Middle Sound <p>Phonics:</p> <ul style="list-style-type: none"> Review Letters Aa* (Short a), Nn*, Ff*, Bb* Words with a (Short a), n, f, b Blending Review <p>Words to Know (HFV): Review come, me, with, my, you, what, are, now</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</p> <p>Oral Vocabulary: dazzling, distance, gazing, leaned, planet, tunnel</p> <p>Vocabulary Strategy: Figurative Language: Simile</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Cause and Effect</p> <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print Letters and Words **</p>	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Ideas</p>	<p>Grammar Skill: Verbs in Past Tense</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>What Now?</i> • <i>At Bat</i>
<p>Comprehension Skill: Sequence of Events</p> <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Letters, Words, and Sentences ** • Compound Words 	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p>	<p>Grammar Skill: Statements (Capitalization and Punctuation)</p> <p>Writing Mode: Write to Express (Fictional Narrative): Story (Sequence; Beginning, Middle, Ending)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>Pam Cat</i> • <i>Come with Me</i>

UNIT 4: LET'S FIND OUT

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
16	<p>Big Book: <i>What Is Science?</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Dear Mr. Blueberry</i> Genre: Fantasy</p>	<p>Paired Selection: “Benjamin Franklin, Inventor” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Timeline</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Middle Sound <p>Phonics:</p> <ul style="list-style-type: none"> Letter li * Words with: (Short i) Blending Words <p>Words to Know (HFW): is, how</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: fossils (n), geodes (n), geysers (n), glaciers (n)</p> <p>Oral Vocabulary: information, perhaps, pleased, pond, spurt, travel</p> <p>Vocabulary Strategy: Classify and Categorize: Science Words</p>
17	<p>Big Book: <i>I Love Bugs!</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>It Is the Wind</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Anansi and Grasshopper” Genre: Folk Tale and Trickster Tale (Traditional Tale)</p> <p>Text Focus Skill Characteristics of a Folk Tale and of a Trickster Tale</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend Phonemes Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> Letter Gg * Words with g Blending Words <p>Words to Know (HFW): find, this</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: swoop (v), creep (v), paddle (v), weaves (v)</p> <p>Oral Vocabulary: creaks, hare, hinge, howling (wind), path, sways</p> <p>Vocabulary Strategy: Multiple-Meaning Words</p>
18	<p>Big Book: <i>In the Big Blue Sea</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>One-Dog Canoe</i> Genre: Fiction</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> Poems About the Sea “If You Ever” “A Sailor Went to Sea, Sea, Sea” “Ten Little Fishes” “Undersea” <p>Genre: Poetry</p> <p>Text Focus Skill</p> <ul style="list-style-type: none"> Poetry Repeating and Rhyming Words 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend Phonemes Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> Letter R r * Words with r Blending Words <p>Words to Know (HFW): will, be</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: dive (v), along (prep), glad (adj.), swim (v)</p> <p>Oral Vocabulary: canoe, dew, glided, paddle, peered, crew</p> <p>Vocabulary Strategy: Rhyme</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Details</p> <ul style="list-style-type: none"> • GO: Web Map <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Parts of a Book ** • Role of Author, Illustrator • Directionality: Left to Right • Punctuation: Question Mark, Period 	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers 	<p>Grammar Skill: Proper Nouns for People and Pets</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Message (Different Parts)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>What Is It?</i> • <i>It Is My Cab</i>
<p>Comprehension Skill: Conclusions</p> <ul style="list-style-type: none"> • GO: Inference Map <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Using Pictures and Text • Poetry ** 	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers 	<p>Grammar Skill: Proper Nouns for Places</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Message (Different Parts)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>Can You Find It?</i> • <i>Gig Pig</i>
<p>Comprehension Skill: Author's Purpose</p> <ul style="list-style-type: none"> • GO: Inference Map <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Letters and Words • Types, Functions of Print Materials: Inform ** 	<p>Extend Through Research Record and Publish Research</p> <p>Listening and Speaking: Share Information</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers 	<p>Grammar Skill: Verbs in Future Tense</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Letter (Different Parts)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>What Will It Be?</i> • <i>Rac Is It</i>

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
19	<p>Big Book: <i>Sheep Take a Hike</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Nicky and the Rainy Day</i> Genre: Fantasy</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> • “The Three Billy Goats Gruff” • “The Builder and the Oni” <p>Genre: Fairy Tale (Traditional Tales)</p> <p>Text Focus Skill</p> <ul style="list-style-type: none"> • Storytelling Phrases • Characteristics of a Fairy Tale 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Phonemes • Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> • Letter Dd * • Words with d • Blending Words <p>Words to Know (HFW): go, for</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: bicker (v), compass (n), hiking (adj.), tramp (v)</p> <p>Oral Vocabulary: blizzards, boring, cliffs, impossible, jungle, meadow</p> <p>Vocabulary Strategy: Antonyms</p>
20	<p>Big Book: <i>Curious George’s Dinosaur Discovery</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Duck & Goose</i> Genre: Fantasy</p>	<p>Paired Selection: “Exploring Land and Water” Genre: Informational Text (Science)</p> <p>Text Focus Skill Map and Map Key</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Phonemes • Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> • Review Letters li* (Short i), Gg*, Dd*, Rr* • Review words with i (Short i), g, d, r • Blending Review <p>Words to Know (HFW): Review is, how, find, this, will, be, go, for</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: expected (v), display (n), museum (n), quarry (n)</p> <p>Oral Vocabulary: apologized, attention, confusion, notice, snooze, webbed</p> <p>Vocabulary Strategy: Synonyms</p>

COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Cause and Effect</p> <ul style="list-style-type: none"> • GO: T- Map <p>Comprehension Strategy: Question</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Punctuation: Period, Question Mark, Exclamation Point • Directionality: Top to Bottom, Left to Right • Parts of a Book: Page Numbers ** 	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers 	<p>Grammar Skill: Verbs in Past Tense</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Story (Exact Nouns)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • <i>Go for It!</i> • <i>D Is for Dad</i>
<p>Comprehension Skill: Sequence of Events</p> <ul style="list-style-type: none"> • GO: Flow Chart <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • High-Frequency Words • Role of Author ** 	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Distinguish Fantasy from Realism • Form Questions: Use and Respond to Question Words • Parts of a Book: Front and Back Covers, Title Page • Parts of a Book: Table of Contents, Page Numbers 	<p>Grammar Skill: Verbs: Past, Present, Future</p> <p>Writing Mode: Write to Narrate (Personal Narrative): Story (Exact Nouns)</p> <p>Focus Trait: Word Choice</p>	<ul style="list-style-type: none"> • <i>The Big Dig</i> • <i>We Fit</i>

UNIT 5: GROWING AND CHANGING

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
21	<p>Big Book: <i>The Best of Friends</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Simon and Molly plus Hester</i> Genre: Realistic Fiction</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> • Poems About Friends • “My Friend” • “The More We Get Together” • “Make New Friends” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhyme</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend Phonemes • Segment Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> • Letter: Oo* (Short o) • Words with o (Short o) • Adding –s (/s/, /z/) (no formal lesson) • Blending Words <p>Words to Know (HFW): make, play</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: especially (adv.), market (n), messy (adj.), sometimes (adv.)</p> <p>Oral Vocabulary: idea, just, plain, teach, together, until</p> <p>Vocabulary Strategy: Multiple-Meaning Words</p>
22	<p>Big Book: <i>Leo the Late Bloomer</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>A Tiger Grows Up</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: “What Can a Baby Animal Do?” Genre: Informational Text (Science)</p> <p>Text Focus Skill Labels</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Blend and Segment Phonemes • Substitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> • Letters Xx *, Jj * • Words with x, j • Blending Words <p>Words to Know(HFW): said, good</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: bloomer (n), patience (n), signs (n), sloppy (adj.)</p> <p>Oral Vocabulary: blend, (tiger) cub, den, pounces, prey, scraps</p> <p>Vocabulary Strategy: Antonyms</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Understanding Characters</p> <ul style="list-style-type: none"> • GO: T-Map <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Directionality: Top to Bottom, Left to Right ** • Compound Words 	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers 	<p>Grammar Skill: Pronouns: he, she, we</p> <p>Writing Mode: Write to Inform: Lists (Structure of Numbered Lists)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>Make It Pop!</i> • <i>My Dog Tom</i>
<p>Comprehension Skill: Story Structure</p> <ul style="list-style-type: none"> • GO: Story Map <p>Comprehension Strategy: Analyze/Evaluate</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Punctuation: Quotation Marks ** • Capitalization: First Letter in a Name 	<p>Extend Through Research Ask Questions</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers 	<p>Grammar Skill: Pronouns: they, it, I</p> <p>Writing Mode: Write to Inform: Lists (Structure of Numbered Lists)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>A Good Job</i> • <i>Fix It!</i>

UNIT 5: GROWING AND CHANGING (CONTINUED)

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
23	<p>Big Book: <i>Zinnia's Flower Garden</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Oscar and the Frog</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: "Growing Sunflowers" Genre: Informational Text (Science)</p> <p>Text Focus Skill Directions</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend and Segment Phonemes Substitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> Letter Ee * (Short e) Words with e (Short e) Blending Words <p>Words to Know (HFW): she, all</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</p> <p>Oral Vocabulary: tadpole, stared, gills, hatch, shrink, (river) bank</p> <p>Vocabulary Strategy: Context Clues</p>
24	<p>Big Book: <i>Chameleon, Chameleon</i> Genre: Informational Text (Science)</p> <p>Read Aloud Book: <i>Red Eyes or Blue Feathers</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: "Amazing Animal Bodies" Genre: Informational Text (Science)</p> <p>Text Focus Skill</p> <ul style="list-style-type: none"> Photos Magazine Article 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend and Segment Phonemes Substitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> Letters Hh*, Kk * Words with h, k Blending Words <p>Words to Know (HFW): he, no</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</p> <p>Oral Vocabulary: communicate, mood, scent, sly, survive, temperature</p> <p>Vocabulary Strategy: Classify and Categorize: Describing Words</p>
25	<p>Big Book: <i>Pie in the Sky</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Bread Comes to Life</i> Genre: Informational Text (Science)</p>	<p>Paired Selection: "From Apple Tree to Store" Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Chart</p>	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blend and Segment Phonemes Substitute Phonemes <p>Phonics:</p> <ul style="list-style-type: none"> Review Letters Oo* (Short o), Xx*, Jj*, Ee* (short e), Hh*, Kk* Words with o (Short o), x, j, e (Short e), h, k Blending Review <p>Words to Know (HFW): Review make, play, said, good, she, all, he, no</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: buds (n), damp (adj.), feast (n), finally (adv.)</p> <p>Oral Vocabulary: crop, golden, patch, sprout, sturdy, grind</p> <p>Vocabulary Strategy: Classify and Categorize: Seasons</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Sequence of Events • GO: Flow Chart</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print Using Graphics **</p>	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills: • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p>Grammar Skill: Proper Nouns for Days and Months</p> <p>Writing Mode: Write to Inform: Invitations (Lists, Sentence Fluency)</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>My Pet Dog</i> • <i>Ben and Jen</i>
<p>Comprehension Skill: Conclusions • GO: Inference Map</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print • Sound Words • Types, Functions of Print Materials **</p>	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills: • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p>Grammar Skill: Questions (Capitalization and Punctuation)</p> <p>Writing Mode: Write to Inform: Report (Dictate Facts)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Hog in a Hat</i> • <i>Kid Hid</i>
<p>Comprehension Skill: Text and Graphic Features • GO: T-Map</p> <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print • Using Pictures, Text • Types, Functions of Print Materials **</p>	<p>Extend Through Research Identify Sources</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills: • Different Types of Print Materials • Parts of a Library • Alphabetical Order • Use Newspapers</p>	<p>Grammar Skill: Exclamations (Capitalization and Punctuation)</p> <p>Writing Mode: Write to Inform: Report (Dictate Facts)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Six Pigs Hop</i> • <i>Play Kid, Play</i>

UNIT 6: LOOK AT US

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
26	<p>Big Book: <i>Something Special</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Curious George Makes Pancakes</i> Genre: Fantasy</p>	<p>Paired Selection: “Jobs People Do” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos</p>	<p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Letter Uu* (Short u) • Words with u (Short u) • Blending Words <p>Words to Know (HFW): do, down</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: butterfingers (n), magician (n), trophy (n), whiz (n)</p> <p>Oral Vocabulary: assistant, enormous, generous, mayor, shocked, volunteers</p> <p>Vocabulary Strategy: Antonyms</p>
27	<p>Big Book: <i>One of Three</i> Genre: Realistic Fiction</p> <p>Read Aloud Book: <i>Someone Bigger</i> Genre: Humorous Fiction</p>	<p>Paired Selection: “Cross-Country Trip” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Map</p>	<p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Letters Ll *, Ww* • Words with l, w • Blending Words <p>Words to Know (HFW): have, help</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: since (adv.), invited (v), remember (v), triplets (n)</p> <p>Oral Vocabulary: creatures, firmly, kite, launched (a kite), light, replied</p> <p>Vocabulary Strategy: Classify and Categorize: Places</p>
28	<p>Big Book: <i>You Can Do It, Curious George!</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>The Little Engine That Could</i> Genre: Fantasy</p>	<p>Paired Selections:</p> <ul style="list-style-type: none"> • Poems About Things You Can Do • “Whistling” • “Time to Play” • “Look at the Way We Brush Our Teeth” <p>Genre: Poetry</p> <p>Text Focus Skill Poetry: Rhythm</p>	<p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Letters Vv*, Zz* • Words with v, z • Blending Words <p>Words to Know (HFW): look, out</p> <p>Fluency: Pause for Punctuation</p>	<p>Selection Vocabulary: prize (n), different (adj.), chef (n), slope (n)</p> <p>Oral Vocabulary: bellowed, dingy, rumbled, valley, waiters, weary</p> <p>Vocabulary Strategy: Context Clues</p>



COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Cause and Effect • GO: T-Map</p> <p>Comprehension Strategy: Visualize</p> <p>Concepts of Print Types, Functions of Print Materials **</p>	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Give an Oral Report • Use Visuals and Props • Use a Map • Use a Calendar 	<p>Grammar Skill: Nouns: Singular and Plural</p> <p>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Expressing an Opinion)</p> <p>Focus Trait: Voice</p>	<ul style="list-style-type: none"> • <i>All In</i> • <i>Bug and Cat</i>
<p>Comprehension Skill: Compare and Contrast • GO: Venn Diagram</p> <p>Comprehension Strategy: Monitor/Clarify</p> <p>Concepts of Print Parts of a Book: Front and Back Covers, Title Page, Dedication Page **</p>	<p>Extend Through Media Literacy Identify Media Forms and Techniques</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Give an Oral Report • Use Visuals and Props • Use a Map • Use a Calendar 	<p>Grammar Skill: Subject-Verb Agreement (Past, Present, Future)</p> <p>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Win a Cup!</i> • <i>Wes Can Help</i>
<p>Comprehension Skill: Story Structure • GO: Story Map</p> <p>Comprehension Strategy: Infer/Predict</p> <p>Concepts of Print • Environmental Print **</p>	<p>Extend Through Media Literacy Identify Media Forms</p> <p>Listening and Speaking: Share Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Give an Oral Report • Use Visuals and Props • Use a Map • Use a Calendar 	<p>Grammar Skill: Subject-Verb Agreement (Past, Present, Future)</p> <p>Writing Mode: Write to Express: Response to Literature (Sentence Frames, Giving Reasons)</p> <p>Focus Trait: Ideas</p>	<ul style="list-style-type: none"> • <i>Vet on a Job!</i> • <i>Roz the Vet</i>

LESSON	MAIN SELECTIONS	PAIRED SELECTIONS	PHONEMIC AWARENESS/ PHONICS	VOCABULARY
29	<p>Big Book: <i>Look at Us</i> Genre: Informational Text (Social Studies)</p> <p>Read Aloud Book: <i>Baby Brains</i> Genre: Fiction</p>	<p>Paired Selection: “The Three Little Pigs” Genre: Fairy Tale (Traditional Tale)</p> <p>Text Focus Skill Characteristics of a Fairy Tale</p>	<p>Phonemic Awareness: Track Syllables</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Letters Yy*, Qq* (qu) • Words with y, q (qu) • Blending Words <p>Words to Know (HFW): off, take</p> <p>Fluency: Reading Rate</p>	<p>Selection Vocabulary: projects (n), visitors (n), scared (adj.), proud (n)</p> <p>Oral Vocabulary: certainly, embarrassed, languages, mumbled, popular, study</p> <p>Vocabulary Strategy: Figurative Language</p>
30	<p>Big Book: <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i> Genre: Fantasy</p> <p>Read Aloud Book: <i>Pet Show!</i> Genre: Realistic Fiction</p>	<p>Paired Selection: “Schools Then and Now” Genre: Informational Text (Social Studies)</p> <p>Text Focus Skill Photos and Captions</p>	<p>Phonemic Awareness: Track Syllables</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u) • Blending Review • Words with -s, -ing <p>Words to Know (HFW): Review do, down, have, help, look, out, off, take</p> <p>Fluency: Read with Expression</p>	<p>Selection Vocabulary: attendance (n), balance (v), perfume (n), success (n)</p> <p>Oral Vocabulary: announced, entrance, expect, favorite, independent, judge</p> <p>Vocabulary Strategy: Environmental Print</p>

COMPREHENSION	RESEARCH/LISTENING AND SPEAKING/STUDY SKILLS	GRAMMAR/WRITING	DECODABLE READERS
<p>Comprehension Skill: Main Idea and Details</p> <ul style="list-style-type: none"> • GO: Web Map <p>Comprehension Strategy: Question</p> <p>Concepts of Print Types, Functions of Print Materials **</p>	<p>Extend Through Research Gather and Record Information</p> <p>Listening and Speaking: Share Information and Ideas</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars 	<p>Grammar Skill: Prepositions: for, to, with</p> <p>Writing Mode: Write to Express Poems</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>Not Yet</i> • <i>Can Not Quit Yet</i>
<p>Comprehension Skill: Understanding Characters</p> <ul style="list-style-type: none"> • GO: T-Map <p>Comprehension Strategy: Summarize</p> <p>Concepts of Print</p> <ul style="list-style-type: none"> • Capitalization: First Letter in a Name • Environmental Print ** 	<p>Extend Through Research Record and Publish Research</p> <p>Listening and Speaking: Share Information</p> <p>Study Skills:</p> <ul style="list-style-type: none"> • Give an Oral Report • Use Visuals and Props • Use Maps • Use Calendars 	<p>Grammar Skill: Prepositions: in, on, up, out</p> <p>Writing Mode: Write to Express Poems</p> <p>Focus Trait: Organization</p>	<ul style="list-style-type: none"> • <i>Max Is Down</i> • <i>A Fun Job</i>