

Week	Selections				
1	<b>Listen to Rhymes</b> Jack and Jill "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"				
2	<b>Listen to Rhymes</b> "I Went Upstairs" "Mix a Pancake" "Sing a Song of Skippence" "Little Arabela Stillier"  <b>Listen to Songs</b> "Quack! Quack! Quack!"				

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	Writing	
1	<b>Read Aloud Book</b> Bullying with Dad <b>Genre:</b> Realistic Fiction  <b>Big Book</b> What Makes a Family? <b>Genre:</b> Informational Text  <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	<b>Target Skill</b> Main Ideas  <b>Target Strategy</b> Summarize  <b>Supporting Skills</b> Genre	<b>Student Book</b> See What We Can Do We Can Make It	<b>Fluency</b> Read with Expression	<b>Enrich Vocabulary</b> Talk About Families	<b>Oral Vocabulary</b> <i>cranes, crew, gleaming, mechanic, outlining, solid</i>  <b>Selection Vocabulary</b> <i>celebrate, family, memories, include</i>  <b>Domain-Specific Vocabulary</b> <i>parent, sibling, ancestor, relation</i>  <b>Vocabulary Strategy</b> Classify and Categorize Family Words	<b>Grammar Skill</b> Nouns  <b>How English Works</b> Connecting Ideas	<b>Writing Mode</b> Narrative Writing  <b>Writing Form</b> Names  <b>Focus Trait</b> Conventions	

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	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>Student Book</b> We Go to School I Like</p>	<p><b>Words to Know (High-Frequency Words)</b></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Enrich Vocabulary</b> Talk About School</p>	<p><b>Oral Vocabulary</b> busy, company, container, job, scoop, tortois</p> <p><b>Selection Vocabulary</b> bullying, ideas, forget, interrupt</p> <p><b>Domain-Specific Vocabulary</b> before, member, respect, community</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 w/1. 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>Student Book</b> Baby Bear's Family The Party</p>	<p><b>Words to Know (High-Frequency Words)</b></p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Enrich Vocabulary</b> Talk About Pets</p>	<p><b>Oral Vocabulary</b> cooperate, curious, interesting, silly, smooth, vet</p> <p><b>Selection Vocabulary</b> fetch, inside, outside, please</p> <p><b>Domain-Specific Vocabulary</b> responsibility, groom, train, nurture</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 Together <b>How English Works:</b> Link Events <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>	

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Oral/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 Genre</p> <p><b>Supporting Skills</b> Genre</p>	<p><b>Phonics</b> Letters Mm</p> <p><b>Student Book</b> Mm I Like Mm</p>	<p><b>Words to Know (High-Frequency Words)</b> and <b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk about Jobs</p>	<p><b>Oral Vocabulary</b> customers, dough, famous, perfect, sprinkles, stretchy</p> <p><b>Selection Vocabulary</b> creating, delivering, hobby, protecting</p> <p><b>Domain-Specific Vocabulary</b> volunteer, worker, job, goods, services</p> <p><b>Vocabulary Strategy</b> Classify and Categorize Words for Jobs</p> <p><b>Enrich Vocabulary</b> Words with Endings -ed, -ing</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> Folklore Fable</p> <p><b>Big Book</b> The Hardest Things in the World <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Stone Soup <b>Genre:</b> Folklore</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>Phonics</b> Letters Ss Review m, s</p> <p><b>Student Book</b> Ss I Like Ss</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> admired, delicious, delight, about, fable, sigh</p> <p><b>Selection Vocabulary</b> appears, future, handy, stray</p> <p><b>Domain-Specific Vocabulary</b> invention, utensil, aid, purpose</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> Case Study</p> <p><b>Focus Trait</b> Development</p> <p><b>Research/Media Literacy</b> Research a Tool</p>	



Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING		
	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Fluency and Comprehension	Speaking and Listening	Language	ELD Language Workshop Lessons	Writing			
6	<p><b>Read Aloud Book</b> Listen, Listen Genre: Informational Text</p> <p><b>Big Book</b> My Five Senses Genre: Informational Text</p> <p><b>Paired Selections</b> "Picnic Day" "Here Are My Eyes" "The Storm" "Five Wonderful Senses" Genre: 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>Phonics</b> Letters Ae (Short e) Vowels and Consonants</p> <p><b>Student Book</b> Ae I See</p>	<p><b>Words to Know (High-Frequency Words)</b> see</p> <p><b>Fluency</b> Pulse for Punctuation</p>	<p><b>Speaking and Listening</b> Discuss Daily Activities</p>	<p><b>Oral Vocabulary</b> <i>drift, open, 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> Ame's Show-and-tell Fiesta Genre: Realistic Fiction</p> <p><b>Big Book</b> Mice Squeak, We Speak Genre: Realistic Fiction</p> <p><b>Paired Selection</b> "The Fort Worth Zoo" Genre: 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>Phonics</b> Letters Tt Short o, Long o</p> <p><b>Student Book</b> Tt We Like Toys</p>	<p><b>Words to Know (High-Frequency Words)</b> we</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>focally, frowns, ruffled, speed, 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 Genre: Realistic Fiction</p> <p><b>Big Book</b> Mow!l Genre: Informational Text</p> <p><b>Paired Selection</b> "The Here and the There" Genre: 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>Phonics</b> Letters Cc (K) Cc I Can See</p>	<p><b>Words to Know (High-Frequency Words)</b> σ</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, jitters, stomped</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>		

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	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>Phonics</b> Letters Pp</p> <p><b>Student Book</b> Pp I Like Animals</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> early, weeds, community, cement, vescon, welding</p> <p><b>Selection Vocabulary</b> sprinter, travelers, twist, patrol</p> <p><b>Domain-Specific Vocabulary</b> push, pull, roll, spin</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>	
	<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> "Sig's 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>Phonics</b> Review Letters Aa (Short a), T, Cc (K), Pp</p> <p><b>Student Book</b> Mmm, good The Playground</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: see, r/s, 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> add, fluffy, fresh, ginned, moment, shy</p> <p><b>Selection Vocabulary</b> hurry, pounced, sneaky, rocky</p> <p><b>Domain-Specific Vocabulary</b> rectangle, triangle, diamond, circle, oval, square</p> <p><b>Vocabulary Strategy</b> Classify and Categorize Shape Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes -y, -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>	

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	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 Genre: Informational Text</p> <p><b>Big Book</b> Jump into January Genre: Informational Text</p> <p><b>Paired Selection</b> "Holidays All Year Long" Genre: 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>Phonics</b> Review Letters Aa (Short o) Words with a (Short o) Blending Words Word Building</p> <p><b>Student Book</b> Pat Cat, Sam Cat, Pam Cat</p>	<p><b>Words to Know (High-Frequency Words)</b> come, me</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> bloom, peck, scatter, speckled, store, tracks</p> <p><b>Selection Vocabulary</b> gleasons, jive, local, orchard</p> <p><b>Domain-Specific Vocabulary</b> wind, weanier, season, evaporate, air</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 Networks:</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! Genre: Fantasy</p> <p><b>Big Book</b> Snow Genre: Fantasy</p> <p><b>Paired Selection</b> "How Water Changes" Genre: Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Monitor/Clearify</p> <p><b>Supporting Skills</b> Understanding Characters</p>	<p><b>Phonics</b> Letters Mm Words with n Blending Words Word Building</p> <p><b>Student Book</b> I Can Nap Tap with Me</p>	<p><b>Words to Know (High-Frequency Words)</b> with, my</p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Speaking and Listening</b> Compare Texts</p>	<p><b>Oral Vocabulary</b> guard, huddle, noddle, posture, silent, stampede</p> <p><b>Selection Vocabulary</b> drifted, gathering, swifled, wisely</p> <p><b>Domain-Specific Vocabulary</b> hibernate, adapt, temperature, melt</p> <p><b>Vocabulary Strategy</b> Classify and Categorize Sensory Words</p> <p><b>Enrich Vocabulary</b> Words with Endings -ed, -ing</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 Networks:</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 Genre: Informational Text</p> <p><b>Big Book</b> What Do You Do With a Tail Like This? Genre: Informational Text</p> <p><b>Paired Selections</b> "Wings" "Dragonfly" "Tails" "On Our Way" Genre: 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>Phonics</b> Letters Ff Words with f Blending Words Word Building</p> <p><b>Student Book</b> Cam, Pam, Fan, and Mac Fat Cat</p>	<p><b>Words to Know (High-Frequency Words)</b> you, what</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Discuss Animals Present</p>	<p><b>Oral Vocabulary</b> daily, herd, muscies, pattern, several, usually</p> <p><b>Selection Vocabulary</b> belongs, capture, nasty, sensitive</p> <p><b>Domain-Specific Vocabulary</b> insect, mammal, fish, reptile, bird</p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Words with Prefixes un-, re-</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 Networks:</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>	



Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	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 <b>Target Strategy</b> Infer/Predict</p> <p><b>Supporting Skills</b> Author's Purpose</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>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 Habits, Research, Share</p>	<p><b>Oral Vocabulary</b> <i>burrow, desert, lodge, patient, shado, soaring</i></p> <p><b>Selection Vocabulary</b> <i>idle, jangling, 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 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 <b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Supporting Skills</b> Author's Word Choice</p>	<p><b>Phonics</b> Review Letters <i>Ac</i> (Short <i>o</i>) <i>ay, <i>ai, ab</i></i> Words with <i>o</i> (Short <i>o</i>), <i>r, f, b</i> Blending Review Word Building</p> <p><b>Student Book</b> Mac and Pam Cat Come with Me</p>	<p><b>Words to Know (High-Frequency Words)</b> <i>review, 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, leered, planet, turned</i></p> <p><b>Selection Vocabulary</b> <i>firefly, thinner, pebbled, misty</i></p> <p><b>Domain-Specific Vocabulary</b> <i>star, sun, moon, galaxy</i></p> <p><b>Vocabulary Strategy</b> Figureative 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 Coherence</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>	

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**

<p><b>16</b></p> <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>Phonics</b> Letters <i>ll</i> Words with <i>l</i> (Short <i>l</i>) Blending Words Long <i>l</i>, Short <i>l</i></p> <p><b>Student Book</b> What Is It? Fit in My Cab</p>	<p><b>Words to Know (High-Frequency Words)</b> <i>is, now, so, 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>fossil, 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>
<p><b>17</b></p> <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 Casshopper" <b>Genre:</b> Trickster Tale</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Inter/Predict</p> <p><b>Supporting Skills</b> Author's Word Choice</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>Words to Know (High-Frequency Words)</b> <i>find, this, from, come, 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, more, things, howling, part, 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> Repositional Phrases</p> <p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer w/ 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>
<p><b>18</b></p> <p><b>Read Aloud Book</b> One-Dog Cence <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" "The Little Fishes" "Juncreef" <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>Phonics</b> Letters <i>rr</i> Words with <i>r</i> Blending Words Vowel <i>ir</i></p> <p><b>Student Book</b> Ned, Tim, and Tim Sam Rip is It</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, nose</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>



Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	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 Mode	Writing Form
19	<p><b>Read Aloud Book</b> Nicky and the Rainy Day <b>Genre:</b> Fantasy</p> <p><b>Big Book</b> Sheep Tale &amp; Hike <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> "The Three Billy Goats Cluff" "The Builder and the Owl" <b>Genre:</b> Fairy Tales</p>	<p><b>Target Skill</b> Cause and Effect <b>Question</b></p> <p><b>Target Strategy</b> Question</p> <p><b>Supporting Skills</b> Sequence of Events</p>	<p><b>Phonics</b> Letters D/d Words with d Blending Words Word Building</p> <p><b>Student Book</b> Go to It! D is for Dad</p>	<p><b>Words to Know (High-Frequency Words)</b> go, for, here, they, soon, up</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> blizards, baring, cliffs, impenetrable, jungle, meadow</p> <p><b>Selection Vocabulary</b> bicker, compass, hiking, tramp</p> <p><b>Domain-Specific Vocabulary</b> trail, gear, supplies, pack</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; Call and Hold the Floor</p> <p><b>Interpret:</b> Describe Text Elements: Character</p> <p><b>Produce:</b> Write a Description</p> <p><b>How English Works:</b> Understand Text Structure</p> <p><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 <b>Target Strategy</b> Visualize</p> <p><b>Supporting Skills</b> Conclusions</p>	<p><b>Phonics</b> Review Letters J (Short), Gg, Ld, Rr Review words with j (Short j), g, d, r Blending Review Word Building Adding -s (/s/, /z/); no formal lesson</p> <p><b>Student Book</b> The Big Dig We Fit</p>	<p><b>Words to Know (High-Frequency Words)</b> review, is, how, at, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Discuss Curiosity</p>	<p><b>Oral Vocabulary</b> apologized, attention, confused, notice, snacks, webbed</p> <p><b>Selection Vocabulary</b> expected, display, museum, quarry</p> <p><b>Domain-Specific Vocabulary</b> discover, examine, experiment, verify</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</p> <p><b>Interpret:</b> Ask and Answer Questions</p> <p><b>Produce:</b> Give a Speech</p> <p><b>How English Works:</b> Connect Words</p> <p><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>	

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Text-Based Comprehension		Phonological Awareness/Phonics		Concepts of Print, Fluency, High-Frequency Words		Speaking and Listening		Language	
	Selections		Phonological Awareness/Phonics		Concepts of Print, Fluency, High-Frequency Words		Speaking and Listening		Language	
21	<p><b>Read Aloud Book</b> Simon and Moby plus Hester <b>Genre:</b> Realistic Fiction</p> <p><b>Big Book</b> Zhi Zhi Zhi a Violin <b>Genre:</b> Poetry</p> <p><b>Paired Selections</b> The Lobsters and the Celebration Fiddler Crab The More We Get Together <b>Genre:</b> Poetry/Song</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>Words to Know (High-Frequency Words)</b> make, play, fern, give, soy, 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, um!</p> <p><b>Selection Vocabulary</b> adore, eager, grateful, 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; Call 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> List</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>		
	<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>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>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 /</p> <p><b>How English Works</b> Noun Phrases</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Create <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> List</p> <p><b>Focus Trait</b> Organization</p> <p><b>Write About Reading</b> Performance Task</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>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>Words to Know (High-Frequency Words)</b> some</p> <p><b>Fluency</b> Pulse for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Discuss, Research, Share</p>	<p><b>Oral Vocabulary</b> zapote, stored, gills, fetch, shrink, (river) bank</p> <p><b>Selection Vocabulary</b> fragrant, impacts, pecky, sprinkles</p> <p><b>Domain-Specific Vocabulary</b> humans, 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>		
	<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>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>Words to Know (High-Frequency Words)</b> she, all, over, her, when, some</p> <p><b>Fluency</b> Pulse for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Discuss, Research, Share</p>	<p><b>Oral Vocabulary</b> zapote, stored, gills, fetch, shrink, (river) bank</p> <p><b>Selection Vocabulary</b> fragrant, impacts, pecky, sprinkles</p> <p><b>Domain-Specific Vocabulary</b> humans, 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>		
23	<p><b>Read Aloud Book</b> Oscar and the Frog <b>Genre:</b> Informational Text</p> <p><b>Big Book</b> Zima's Flower Garden <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> "Growing Sunflowers" <b>Genre:</b> Informational Text</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>Words to Know (High-Frequency Words)</b> she, all, over, her, when, some</p> <p><b>Fluency</b> Pulse for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Discuss, Research, Share</p>	<p><b>Oral Vocabulary</b> zapote, stored, gills, fetch, shrink, (river) bank</p> <p><b>Selection Vocabulary</b> fragrant, impacts, pecky, sprinkles</p> <p><b>Domain-Specific Vocabulary</b> humans, 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>		
	<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>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>Words to Know (High-Frequency Words)</b> she, all, over, her, when, some</p> <p><b>Fluency</b> Pulse for Punctuation</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Discuss, Research, Share</p>	<p><b>Oral Vocabulary</b> zapote, stored, gills, fetch, shrink, (river) bank</p> <p><b>Selection Vocabulary</b> fragrant, impacts, pecky, sprinkles</p> <p><b>Domain-Specific Vocabulary</b> humans, 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>		

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	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>Phonics</b> Letters Hh, Kk Words with h, k Blending words Word Building</p> <p><b>Student Book</b> Hog in a Hat Kid-Hid</p>	<p><b>Words to Know (High-Frequency Words)</b> he, no, away, music, by, there</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> communicate, mood, scent, sly, survive, temperature</p> <p><b>Selection Vocabulary</b> danger, juicy, peaceful, poisonous</p> <p><b>Domain-Specific Vocabulary</b> adapt, disguise, predator, prey, blend</p> <p><b>Vocabulary Strategy</b> Classify and Categorize Describing Words</p> <p><b>Enrich Vocabulary</b> Words with Suffixes -ful, -ly</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; Can and Hold the Floor</p> <p><b>Interpret:</b> Distinguish Effects of Word Choice</p> <p><b>Produce:</b> Plan a Presentation</p> <p><b>How English Works:</b> Identify and Use Conjunctions</p> <p><b>Vocabulary Network:</b> Words about Animal Coops</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>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>Phonics</b> Review Letters Oo (Short o), Xx, Jj, Ee (Short e), Hh, Kk Words with o (Short o), x, j, e (Short e), h, k Blending Review Vowels Oo, Ee</p> <p><b>Student Book</b> Six Pigs Hop Play It, Kid</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: make, play, them, give, say, new, sand, good, was then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</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> crop, golden, patch, sprout, sturdy, grid</p> <p><b>Selection Vocabulary</b> buds, damp, feast, finally</p> <p><b>Domain-Specific Vocabulary</b> crop, harvest, fruit, grains, vegetables</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</p> <p><b>Interpret:</b> Describe Text Elements: Rhyme</p> <p><b>Produce:</b> Write a Summary</p> <p><b>How English Works:</b> Recognize and Use Adjectives</p> <p><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>	
25										



Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	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> Kiran's First Full Moon <b>Genre:</b> Fiction</p> <p><b>Paired Selections</b> Drinking Fountain The Puppy Chased the Sunbeam Slightly 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>Phonics</b> Letters <i>ly</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> Fut, Fun, Full Bug and Cat</p>	<p><b>Words to Know (High-Frequency Words)</b> <i>do, down, went, only, like, just</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Speaking and Listening</b> Talk About Tying Your Best</p>	<p><b>Oral Vocabulary</b> <i>assist, enormous, generous, mayor, shocked, volunteers</i></p> <p><b>Selection Vocabulary</b> <i>seemed, strong, stretched, bombed</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, 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 Tying</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>Phonics</b> Letters <i>ll, llw</i> Words with <i>ll, llw</i> Blending Words Word Building</p> <p><b>Student Book</b> Win a Cup! Was Can Help</p>	<p><b>Words to Know (High-Frequency Words)</b> <i>have, help, one, every, ask, walk</i></p> <p><b>Fluency</b> Readwith 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>happens, tourist, journey, landmark</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize: Places</p> <p><b>Enrich Vocabulary</b> Words with Prefix <i>op-</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 w/ 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> Inter/Predict</p> <p><b>Supporting Skills</b> Genre: Fantasy</p>	<p><b>Phonics</b> Letters <i>iv, Zz</i> Words with <i>v, z</i> Blending Words Vowel <i>iu</i></p> <p><b>Student Book</b> Vet on a Job! Roz the Vet</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>behave, angry, rumbled, valley, ratters, weary</i></p> <p><b>Selection Vocabulary</b> <i>prize, different, chef, soap</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>	

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	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 Genre: Fiction</p> <p><b>Big Book</b> Look at Us Genre: Informational Text</p> <p><b>Paired Selection</b> "The Three Little Pigs" Genre: 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>Phonics</b> Letters Y, Q, (qu) Words with y, i, (qu) Blending Words Word Building</p> <p><b>Student Book</b> Not Yet Can Not Quit Yet</p>	<p><b>Words to Know (High-Frequency Words)</b> off, take, our, do, too, show</p> <p><b>Fluency</b> Reading Rate</p>	<p><b>Speaking and Listening</b> Share Information and Ideas, Retell Simon James Stories, Share</p> <p>Discuss Books, Share</p>	<p><b>Oral Vocabulary</b> certainly, embarrassed, languages, mumbled, popular, study</p> <p><b>Selection Vocabulary</b> projects, voters, scored, 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; Get and Hold the Floor</p> <p><b>Interpret:</b> Analyze Language</p> <p><b>Produce:</b> Write a Drama</p> <p><b>How English Works:</b> Expand Noun Phrases</p> <p><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! Genre: Realistic Fiction</p> <p><b>Big Book</b> Miss Birdgarden Celebrates the Last Day of Kindergarten Genre: Fantasy</p> <p><b>Paired Selection</b> "Schools Then and Now" Genre: 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>Phonics</b> Review Letters Aa (Short o), Bb (Short e), Jj (Short i), Dd (Short u) Words with -s, -ing Word Building</p> <p><b>Student Book</b> Max Is Up A Fun Job</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, do, 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, success</p> <p><b>Selection Vocabulary</b> attendance, balance, perfume, concern, kindness, neighborly, generous</p> <p><b>Domain-Specific Vocabulary</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</p> <p><b>Interpret:</b> Analyze Author's Word Choice</p> <p><b>Produce:</b> Plan a Presentation</p> <p><b>How English Works:</b> Identify and Use Prepositions</p> <p><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

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
	Selections	Texts-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	ELD Language Workshop Lessons	Writing Mode	
<b>31</b>	<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 Lit Genre Features</p>	<p><b>Phonics</b> Long Vowels e, i, o (CV pattern) <b>Student Book</b> How Can We Go?</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: many, them, new, when, soon, them, give, say, how, where</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> • Rhyming Simon • Share a Riddle • Put Words in the Right Place • Give Two-Word Clues • Lunch with a Story Friend</p>	<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 <b>Writing Form</b> Description <b>Write About Reading</b> Respond to Texts</p>	
<b>32</b>	<p><b>Read Aloud Books</b> Simon and Moly plus Hester Amelia's Show-and-Tell Fasta Pizza at Sally's <b>Big Book</b> Kitten's First Full Moon</p>	<p><b>Genre Study: Realistic Fiction</b> Read and Discuss Discuss Genre Lit Genre Features</p>	<p><b>Phonics</b> Long Vowels e, i, o (CV pattern) <b>Student Book</b> Can I Play?</p>	<p><b>Words to Know (High-Frequency Words)</b> Review: I, he, go, he, me, no, so, we</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> • Friends! • Birthdays Around the World • What Do You Think? • Word Categories • New Meanings</p>	<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 <b>Writing Form</b> Story <b>Write About Reading</b> Respond to Texts</p>	



GRADE K • Review and Extend

Lesson	READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		ELD Language Workshop Lessons		WRITING
	Selections	Text-Based Comprehension	Phonological Awareness/Phonics	Concepts of Print, Fluency, High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Language	Language Skills and Strategies	Writing Mode		
33	<p><b>Read Aloud Books</b> The Little Engine That Could Curious George Makes Pancakes One-Dog Dance Nicky and the Rally 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 Lit Genre Features</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> Word • Guess the Transposition • Categorize • Food Clues • Rhyme Circle • Mystery Bag</p>	<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 <b>Writing Form</b> Fantasy Story <b>Write About Reading</b> Respond to Texts</p>		
	<p><b>Big Books</b> What Is Science? Zini Zini Zini a Violin "Wings" in What Do You Do With a Tail Like This? "Drinking Fountain" in Kitten's First Full Moon</p> <p><b>Instructional Flip-Chart C</b> Neighbors</p>	<p><b>Genre Study: Poetry</b> Read and Discuss Discuss Genre Lit Genre Features</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, flat, this, take, make, come, some, every, 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> Word Families • Opposites • Mystery Vowel • Share a Riddle • Two Words</p>	<p><b>Language Skills and Strategies</b> <b>Collaborate:</b> Ask and Answer Wh-Questions <b>Interpret:</b> Evaluate Language Choices <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 <b>Writing Form</b> Poem <b>Write About Reading</b> Respond to Texts</p>		