<table>
<thead>
<tr>
<th>Lesson</th>
<th>Anchor Text</th>
<th>Genre</th>
<th>Paired Selection</th>
<th>Genre</th>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Second Read Skill</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
<th>Grammar Skill</th>
<th>Language Skills and Strategies</th>
<th>Writing Mode</th>
<th>Writing Form</th>
<th>Focus Trait</th>
<th>Research/Media Literacy</th>
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<tbody>
<tr>
<td>4</td>
<td>Diary of a Spider</td>
<td>Humorous Fiction</td>
<td>A Swallow and a Spider</td>
<td>Fable</td>
<td>Cause and Effect</td>
<td>Summarize</td>
<td>Figurative Language</td>
<td>Segment, Substitute Phonemes</td>
<td>Long Vowels o, u Sounds for g</td>
<td>Read Aloud</td>
<td>Bath: Beautiful or Beautiful!</td>
<td>Speaking/listening: Recount Key Ideas</td>
<td>Target/Academic Vocabulary</td>
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<td>What is a Noun?</td>
<td>Narrative Writing</td>
<td>True Story</td>
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<td>Teacher's Pets</td>
<td>Realistic Fiction</td>
<td>See Westburg by Bus</td>
<td>Informational Text</td>
<td>Story Structure</td>
<td>Visualize</td>
<td>Author's Word Choice</td>
<td>Segment Phonemes</td>
<td>High-Frequency Words: bath, ways, bees, and, both, cold, long, green, 40s, eat</td>
<td>Read Aloud</td>
<td>Leader</td>
<td>Speaking/listening: Recount Beginning, Middle, Ending</td>
<td>Target/Academic Vocabulary</td>
<td>Consonant Blends with r, l</td>
<td>Singular and Plural Nouns</td>
<td>Narrative Writing</td>
<td>True Story</td>
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<td>My Family</td>
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<td>Dogs</td>
<td>Informational Text</td>
<td>Story Structure</td>
<td>Visualize</td>
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<td>High-Frequency Words: made, lines, rocks, and, both, cold, long, green, 40s, eat</td>
<td>Target/Academic Vocabulary</td>
<td>Consonant Blends with r, l</td>
<td>Spelling Words: singular and plural nouns</td>
<td>Language Skills and Strategies</td>
<td>Collaborate: Offering Options</td>
<td>How to Write a Story</td>
<td>Narrative Writing</td>
<td>True Story</td>
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<td>Story Structure</td>
<td>Visualize</td>
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<td>Spelling Words: singular and plural nouns</td>
<td>Language Skills and Strategies</td>
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<td>Narrative Writing</td>
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<td>Target Academic Vocabulary</td>
<td>Spelling Principle</td>
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<td>Language</td>
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<td>Writing</td>
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</table>
**Lesson 9**

**Anchor Text**
- How Chipmunk Got His Stripes  
  Genre: Fairy Tale

**Target Skill**
- Understanding Characters

**Target Strategy**
- Summarize

**Second Read Skill**
- Author’s Word Choice

**Phonics**
- Base Words and Endings: -ed, -ing CV Syllable Patterns

**Fluency**
- Phrasing, Punctuation

**High-Frequency Words**
- right, around, clearly, even, show, might, why, many, for, dark

**Reading Aloud**
- On Thin Ice  
  Speaking/Learning: Account Key Details

**Vocabulary Strategies**
- Synonyms

**Spelling Principle**
- Base Words with Endings: -ed and -ing

**Spelling Words**
- Basic: Work, play, larger, smaller,较好

**Grammar Skill**
- Verbs in the Present Tense

**Language Skills and Strategies**
- Collaborate: Offer Opinions  
  Interpret: Describe Text Elements

**Writing Form**
- Informative Writing

**Writing Mode**
- Informative Writing

**Focus Trait**
- Write About Reading

**Writing Task**
- Performance Task

**Performance Task**
- Write About Reading

**Reading Literature & Informational Text**
- Grade 2 • Unit 2

**Genre**
- Informational

**Author’s Purpose**
- To Inform/Predict

**Author’s Word Choice**
- To Monitor/Clarify

**Fact and Opinion**
- To Summarize

**Recount Key Details**
- To Understand Characters

**Collaborative Project**
- Our Sleigh

**Speaking and Listening**
- Use a Digital Dictionary

**Listening Skill**
- On Thin Ice

**Language**
- Words About Stories

**Spelling Principle**
- Spelling Words

**Spelling Words**
- Basic: Work, play, larger, smaller, good

**Grammar Skill**
- Verbs in the Present Tense

**Language Skills and Strategies**
- Collaborate: Offer Opinions  
  Interpret: Describe Text Elements

**Writing Form**
- Informative Writing

**Writing Mode**
- Informative Writing

**Focus Trait**
- Write About Reading

**Writing Task**
- Performance Task

**Performance Task**
- Write About Reading

**Reading Literature & Informational Text**
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**Speaking and Listening**
- Use a Digital Dictionary

**Listening Skill**
- On Thin Ice

**Language**
- Words About Stories

**Spelling Principle**
- Spelling Words

**Spelling Words**
- Basic: Work, play, larger, smaller, good

**Grammar Skill**
- Verbs in the Present Tense

**Language Skills and Strategies**
- Collaborate: Offer Opinions  
  Interpret: Describe Text Elements

**Writing Form**
- Informative Writing

**Writing Mode**
- Informative Writing

**Focus Trait**
- Write About Reading

**Writing Task**
- Performance Task

**Performance Task**
- Write About Reading
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Anchor Text</th>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
<th>Grammar Skill</th>
<th>Language Skills and Strategies</th>
<th>Language</th>
<th>Language Workshop Lessons</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Reef Sees the Wide World</td>
<td>Read Aloud</td>
<td>Don’t Play Cards with a Dog in the Room!</td>
<td>Phonics: Syllables in Spoken Words</td>
<td>High-Frequency Words: another, award, d aim, kind, light, hand, more, grow, for, to</td>
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<td>Target/Academic Vocabulary: problem, impossible, understand, impatient, funny, demand, gathered, believe</td>
<td>Domain-Specific Vocabulary: analogy, annunciation, comparison</td>
<td>Spelling: Words with endings: -s, -es</td>
<td>How English Works: Conquering Ideas</td>
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<td>12</td>
<td>The Shell Sheep</td>
<td>Read Aloud</td>
<td>Music in the Snow</td>
<td>Phonics: Vowel Digraphs ai, ay</td>
<td>High-Frequency Words: being, against, somewhere, right, part, morning, hold, bird, different, girl</td>
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<td>Target/Academic Vocabulary: vibration, concentrate, relieved, creative, performance, tune, expression, volume</td>
<td>Domain-Specific Vocabulary: patch, percussion, creativity</td>
<td>Spelling: Words with oi, oy</td>
<td>How English Works: Text Cohesion</td>
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<td></td>
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<tr>
<td>13</td>
<td>The Shell Sheep: Reef See the Wide World</td>
<td>Read Aloud</td>
<td>One-Room Schoolhouse</td>
<td>Phonics: Vowel Digraphs ao, eo</td>
<td>High-Frequency Words: everywhere, almost, everything, first, store, her, two, slowly, of</td>
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<td>Target/Academic Vocabulary: culture, community, languages, transportation, subjects, lessons, special wear</td>
<td>Domain-Specific Vocabulary: education, public, schedule, tutor</td>
<td>Spelling: Words with oi, oy</td>
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</tr>
</tbody>
</table>

- **Phonics**: ee, ea
- **Fluency**: Rate: Adjust Rate to Purpose
- **Second Read Skill**: Fact and Opinion
- **Vocabulary Strategies**: Idioms
- **Grammar Skill**: Expanding/Rearranging Compound Sentences
- **Language Skills and Strategies**: Collaborate: Ask for Assistance or Permission; Follow Turn-Taking Rules
- **Language Workshop Lessons**: Prepare a Presentation
- **Writing**: Collaboration: Discuss
- **Writing Form**: Opinion Writing
- **Vocabulary**: Network: Vocabulary Words: About Music
- **Writing Mode**: Opinion Writing
- **Focus Trait**: Organization
- **Research/Media Literacy**: Choose Appropriate Sources

---

**Lessons**

- **Anchor Text**: Reef Sees the Wide World
- **Target Skill**: Read Aloud
- **Target Strategy**: Intro/Preview
- **Phonemic Awareness/Phonics**: Phonics: Syllables in Spoken Words
- **Fluency and High-Frequency Words**: Another, award, aim, kind, light, hand, more, grow, for, to
- **Speaking and Listening Skills**: A Class Discussion
- **Target/Academic Vocabulary**: Problem, impossible, understand, impatient, funny, demand, gathered, believe
- **Domain-Specific Vocabulary**: Analogy, annunciation, comparison
- **Spelling**: Words with endings: -s, -es
- **Grammar Skill**: How English Works: Conquering Ideas
- **Language Skills and Strategies**: Collaborate: Ask for Assistance or Permission; Follow Turn-Taking Rules
- **Language Workshop Lessons**: Prepare a Presentation
- **Writing Mode**: Opinion Writing
- **Writing Form**: Opinion Paragraph
- **Focus Trait**: Organization
- **Research/Media Literacy**: Choose Appropriate Sources

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**Lessons**

- **Anchor Text**: The Shell Sheep
- **Target Skill**: Read Aloud
- **Target Strategy**: Intro/Preview
- **Phonemic Awareness/Phonics**: Phonics: Vowel Digraphs ai, ay
- **Fluency and High-Frequency Words**: Being, against, somewhere, right, part, morning, hold, bird, different, girl
- **Speaking and Listening Skills**: Identify, Setting, Understand Characters
- **Target/Academic Vocabulary**: Vibration, concentrate, relieved, creative, performance, tune, expression, volume
- **Domain-Specific Vocabulary**: Patch, percussion, creativity
- **Spelling**: Words with oi, oy
- **Grammar Skill**: How English Works: Text Cohesion
- **Language Skills and Strategies**: Collaborate: Ask for Assistance or Permission; Follow Turn-Taking Rules
- **Language Workshop Lessons**: Prepare a Presentation
- **Writing Mode**: Opinion Writing
- **Writing Form**: Opinion Paragraph
- **Focus Trait**: Organization
- **Research/Media Literacy**: Choose Appropriate Sources

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**Lessons**

- **Anchor Text**: Click, Clock, Moo: Cows That Type
- **Target Skill**: Read Aloud
- **Target Strategy**: Intro/Preview
- **Phonemic Awareness/Phonics**: Phonics: Vowel Digraphs ao, eo
- **Fluency and High-Frequency Words**: Everywhere, almost, everything, first, store, her, two, slowly, of
- **Speaking and Listening Skills**: Understanding Main Ideas
- **Target/Academic Vocabulary**: Culture, community, languages, transportation, subjects, lessons, special wear
- **Domain-Specific Vocabulary**: Education, public, schedule, tutor
- **Spelling**: Words with oi, oy
- **Grammar Skill**: How English Works: Prepositional Phrases
- **Language Skills and Strategies**: Collaborate: Respond Using Gestures, Words, Phrases; Ask Relevant Questions
- **Language Workshop Lessons**: Write a Report
- **Writing Mode**: Opinion Writing
- **Writing Form**: Persuasive Paragraph
- **Focus Trait**: Collaboration
- **Research/Media Literacy**: Choose Appropriate Sources

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**Lessons**

- **Anchor Text**: Talk About Smart Animals
- **Target Skill**: Read Aloud
- **Target Strategy**: Intro/Preview
- **Phonemic Awareness/Phonics**: Phonics: Vowel Digraphs ao, eo
- **Fluency and High-Frequency Words**: Everywhere, almost, everything, first, store, her, two, slowly, of
- **Speaking and Listening Skills**: Understanding Main Ideas
- **Target/Academic Vocabulary**: Culture, community, languages, transportation, subjects, lessons, special wear
- **Domain-Specific Vocabulary**: Education, public, schedule, tutor
- **Spelling**: Words with oi, oy
- **Grammar Skill**: How English Works: Prepositional Phrases
- **Language Skills and Strategies**: Collaborate: Respond Using Gestures, Words, Phrases; Ask Relevant Questions
- **Language Workshop Lessons**: Write a Report
- **Writing Mode**: Opinion Writing
- **Writing Form**: Persuasive Paragraph
- **Focus Trait**: Collaboration
- **Research/Media Literacy**: Choose Appropriate Sources
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
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<th>Writing</th>
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<td>Genre: Informational Text</td>
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<td>Bill E. Goat and Wise Crow Mud Bugs</td>
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<td>Anchor Text</td>
<td>Officer Buckle and Gloria</td>
<td>Humorous Fiction</td>
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<td>Paired Selection</td>
<td>Safety at Home</td>
<td>Genre: Readers’ Theater</td>
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**Lesson Selections Text-Based Comprehension**
- **Anchor Text**: Helen Keller
- **Paired Selection Talking Tools**: Genre: Informational Text
- **Decodable Readers**: Bill E. Goat and Wise Crow Mud Bugs

**Phonemic Awareness/Phonics**
- **Phonics**: Long o (o, ow, aw)
- **Phonemic Awareness**: Segment Phonemes

**Fluency and High-Frequency Words**
- **Fluency**: Natural Pauses
- **High-Frequency Words**: home, there, warm, started, stories, never, all, food, sky, party

**Speaking and Listening**
- **Speaking and Listening**: Describe Key Ideas

**Target/Academic Vocabulary**
- **Target Academic Vocabulary**: curious, installed, knowledge, master, silence, illness, darkness, behavior
- **Domain-Specific Vocabulary**: nonverbal, communicate, visual
- **Apply Vocabulary Knowledge**: Use a Dictionary

**Spelling**
- **Spelling Principle**: Long o (o, ow, aw)
- **Spelling Words**: front, hair, warm, started, stories, never, all, food, sky, party

**Language**
- **Grammar Skill**: Using Proper Nouns
- **How English Works**: Noun Phrases

**Writing**
- **Grammar Skill**: Abbreviations
- **How English Works**: Text Structure

**Performance Task**
- **Grammar Review**: Compound Sentences, Using Proper Nouns

**Writing Mode**: Op-ed Writing
**Writing Form**: Persuasive Essay
**Focus Trait**: Organization
**Write About Reading**: Performance Task

**Writing Mode**: Opinion Writing
**Writing Form**: Persuasive Essay
**Focus Trait**: Purpose
**Write About Reading**: Performance Task
<table>
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<th>Anchor Text</th>
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<th>Theme</th>
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<tbody>
<tr>
<td>16</td>
<td>Mr. Tanen’s Tie Trouble</td>
<td>Story Structure</td>
<td>Realistic Fiction</td>
<td>Word Structure</td>
<td>Fiction</td>
<td>Visualize</td>
<td>Realistic Fiction</td>
<td>Sequence of Events</td>
<td>Word Structure</td>
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<td>17</td>
<td>Your Name Is Gabriela</td>
<td>Understanding Characters</td>
<td>Biography</td>
<td>Descriptive Paragraph</td>
<td>Realistic Fiction</td>
<td>Author’s Word Choice</td>
<td>Poetry</td>
<td>Common Sound for y</td>
<td>Short Vowel Sounds</td>
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<tr>
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<td>Understanding Characters</td>
<td>Poetry</td>
<td>Descriptive Paragraph</td>
<td>Realistic Fiction</td>
<td>Author’s Word Choice</td>
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<td>Short Vowel Sounds</td>
<td>Realistic Fiction</td>
<td>Is Not a Homograph</td>
</tr>
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</table>

**Phonics: Long**
- **Sequence of Events**: Story Structure, Word Structure, Word Structure
- **Author’s Word Choice**: Story Structure, Word Structure, Word Structure
- **Common Sound for y**: Story Structure, Word Structure, Word Structure
- **Short Vowel Sounds**: Story Structure, Word Structure, Word Structure
- **Is Not a Homograph**: Story Structure, Word Structure, Word Structure
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
<th>Grammar Skill</th>
<th>Language Skills and Strategies</th>
<th>ELD Language Workshop Lessons</th>
<th>Writing</th>
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<td>Target Strategy: Question</td>
<td>Phonics: Words with or</td>
<td>High-Frequency Words: didn’t, all, please, tell, good, is, are, baby, too, sound</td>
<td>Speaking and Listening: Ask Questions to Clarify Comprehension</td>
<td>Spelling Words: Basic: for, and, in, at, the, park, yard, party, hand, front, part, part, spark</td>
<td>How English Works: Connect Comprehension</td>
<td>Produce: Write a Description</td>
<td>How English Works: Use Possessive Pronouns</td>
<td>Vocabulary Network: Words About Heroes</td>
<td>Writing Form: Fictional Story</td>
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<tr>
<td></td>
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<td>Performance Task</td>
<td></td>
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<td>Produce: Write an Information Report</td>
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<td>Vocabulary Network: Words About Signs</td>
<td>Writing Form: Fictional Story</td>
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<td>Extended Reading</td>
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<td></td>
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<td></td>
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<td>Infer/Predict</td>
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<td>Narrative Nonfiction</td>
<td>Conclusions</td>
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<td>Syllables in Spoken Words</td>
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<td>Sweet, shy, all</td>
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**Writing/Listening:**
- Informative Writing
- Problem-Solution Paragraph
- Write About Reading
- Performance Task
- Research/Media Literacy
- Other:
  - Another Arctic Animal
  - Write About Reading
  - Grammar Skills
  - Language Skills and Strategies
  - Writing Mode
  - Spelling Words
  - Adjectives
  - How English Works
  - Vocabulary Network
  - Language Skills
  - Other:
    - Write About Reading
    - Writing Mode
    - Spelling Words
    - Adjectives
    - How English Works
    - Vocabulary Network
    - Language Skills
    - Other:
      - Write About Reading
      - Writing Mode
      - Spelling Words
      - Adjectives
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      - Vocabulary Network
      - Language Skills
      - Other:
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        - Writing Mode
        - Spelling Words
        - Adjectives
        - How English Works
        - Vocabulary Network
        - Language Skills
        - Other:
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<th>Paired Selection</th>
<th>Genre</th>
<th>Decodable Readers</th>
<th>Genre</th>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Phonemic Awareness</th>
<th>Fluency</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
<th>Language</th>
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<td>Folk tale</td>
<td>The Lion and the Mouse</td>
<td>Traditional Tale</td>
<td>The Unreal Party</td>
<td>Knick and Knack</td>
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<td>Frightening, bold, brown</td>
<td>Pretties, never, un, over, pie, mix</td>
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<td>Tense, tangle, empty, peacefully, dream, meant, swift</td>
<td>Tumbling, run, tangle, unkind, repair, nifty, unlike, remind, unspool</td>
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<td>From Seed To Plant</td>
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<td>A Spring Walk</td>
<td>The Softball Game</td>
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26
Anchor Text: The Mysterious Tadpole
Genre: Fantasy
Paired Selection: From Eggs to Flaps
Genre: Informational Text
Decodable Readers: The New Moose, Follow the Clues
Target Skill: Sequence of Events
Target Strategy: Analyze/Evaluate
Second Read Skill: Compare and Contrast
Phonemic Awareness: Blend Phonemes
Phonics: vowel +igh+
Fluency: Phrasing: Natural Pauses
High-Frequency Words: worth, while, finding, lived, lived, should, happened, story, above
Read Aloud: Cinderella Stories
Speech/Language: Ask and Answer Questions About What a Speaker Says
Target/Academic Vocabulary: served, overjoyed, valuable, warm, concealed, glittering, content, trail
Domain-Specific Vocabulary: oral tradition, multicultural, generation
Apply Vocabulary Knowledge: Part of Speech
Vocabulary Strategies: Classify/Categorize
Spelling Principle: Words with ow, ou
Spelling Words: book, notebook, foot, hoof, rook, hook, wood, thought, shook, crook, cookbook
Review: book, goal, challenge: crooked, bookshelves
Grammar Skill: What is an Adverb?
How English Works: Text Features
Language Skills and Strategies: Collaborate: Ask and Answer Questions; Listen Actively
Interpret: Describe Ideas and Text Elements
Produce: Write an Exposition
How English Works: Understand Visuals; Pronouns
Vocabulary Network: Words About Animals from Long Ago

27
Anchor Text: The Dog That Dug for Dinosaurs
Genre: Biography
Paired Selection: A Time for Pit Bulls
Genre: Informational Text
Decodable Readers: Woody Woodchuck and the Mysterious Ball
Target Skill: Fact and Opinion
Target Strategy: Question
Second Read Skill: Author’s Purpose
Phonemic Awareness: Match Phonemes, Add a Phoneme
Phonics: Words with oo (book)
Fluency: Intonation
High-Frequency Words: buy, Rather, called, town, ever, maybe, where, water, outside, tomorrow
Read Aloud: Emperor’s Riddle
Speech/Language: Ask and Answer Questions to Clarify Comprehension
Target/Academic Vocabulary: discovered, guard, remove, souvenirs, amazed, explained, exact, gazelle
Domain-Specific Vocabulary: impression, remain, organs, material
Apply Vocabulary Knowledge: Use a Dictionary
Vocabulary Strategies: Shades of Meaning
Spelling Principle: Words with oo (book)
Spelling Words: basic: book, notebook, foot, hoof, rook, hook, wood, thought, shook, crook, cookbook
Review: book, goal, challenge: crooked, bookshelves
Grammar Skill: What is an Adverb?
How English Works: Text Features
Language Skills and Strategies: Collaborate: Ask and Answer Questions; Listen Actively
Interpret: Describe Ideas and Text Elements
Produce: Write an Exposition
How English Works: Understand Visuals; Pronouns
Vocabulary Network: Words About Animals from Long Ago

28
Anchor Text: Yeh-Shen
Genre: Fairy tale
Paired Selection: Cinderella
Genre: Fairy tale
Decodable Readers: Follow’s Big Brown Box, What a Surprise!
Target Skill: Sequence of Events
Target Strategy: Analyze/Evaluate
Second Read Skill: Compare and Contrast
Phonemic Awareness: Blend Phonemes
Phonics: vowel +igh+
Fluency: Phrasing: Natural Pauses
High-Frequency Words: work, while, finding, lived, lived, should, happened, story, above
Read Aloud: Cinderella Stories
Speech/Language: Ask and Answer Questions About What a Speaker Says
Target/Academic Vocabulary: served, overjoyed, valuable, warm, concealed, glittering, content, trail
Domain-Specific Vocabulary: oral tradition, multicultural, generation
Apply Vocabulary Knowledge: Part of Speech
Vocabulary Strategies: Classify/Categorize
Spelling Principle: Words with ow, ou
Spelling Words: basic: cow, house, town, should, down, mouse, found, lived, brown, ground, pound, flower
Review: out, raw, challenge: tawed, pounce
Grammar Skill: Possessive Nouns
How English Works: Text Features
Language Skills and Strategies: Collaborate: Offer Opinions and Ideas
Interpret: Evaluate Language Choices
Produce: Plan a Speech
How English Works: Recognize and Use Future Tense Verbs
Vocabulary Network: Words About Fairy Tales
<table>
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<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
<th>Grammar Skill</th>
<th>Language Skills and Strategies</th>
<th>ELD Language Workshop Lessons</th>
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<tbody>
<tr>
<td>29</td>
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<td>Fluency</td>
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<td>Target/Academic Vocabulary</td>
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<td>Grammatic Skill</td>
<td>Language Skills and Strategies</td>
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<td>Second Road Skill</td>
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<td>Target/Academic Vocabulary</td>
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