# Journeys

## Scope and Sequence

**Grades K–6**

## Contents

<table>
<thead>
<tr>
<th>Grade</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>32</td>
</tr>
<tr>
<td>Grade 2</td>
<td>56</td>
</tr>
<tr>
<td>Grade 3</td>
<td>80</td>
</tr>
<tr>
<td>Grade 4</td>
<td>110</td>
</tr>
<tr>
<td>Grade 5</td>
<td>144</td>
</tr>
<tr>
<td>Grade 6</td>
<td>178</td>
</tr>
</tbody>
</table>
**GRADE K • Welcome to Kindergarten**

**Week 1**
- **Listen to Rhymes**
  - Jack and Jill
  - “One, Two, Three, Four, Five”
  - “Posie Porridge Hot”
  - “Colons”
  - “To Market, To Market”
- **Concepts of Print**
  - Recognize Names
  - Distinguish Letters, Numbers
  - Book Handling
  - Environmental Print
- **Phonological Awareness**
  - Rhyming Words
  - Blend Syllables
- **Letter Names**
  - Letters: Aa, Bb, Cc, Dd, Ee

**Week 2**
- **Listen to Rhymes**
  - “I Went Upstairs”
  - “Mix a Pancake”
  - “Sing a Song of Sixpence”
  - “Little Arabella Stiller”
- **Concepts of Print**
  - Book Handling
  - Distinguish Letters, Numbers
  - Environmental Print
  - Recognize First and Last Names
- **Phonological Awareness**
  - Rhyming Words
  - Blend and Segment Syllables
- **Letter Names**
  - Letters: Ff, Gg, Hh, Ii, Jj

**Reading Literature & Informational Text**
- **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**

**Foundational Skills**
- **Target Skill**
  - Main Ideas
- **Target Strategy**
  - Supporting Skills
- **Letter Names**
  - Letters: Aa, Bb, Cc, Dd, Ee
- **Student Book**
  - See What We Can Do
  - We Can Make It
- **Fluency**
  - Read with Expression

**Speaking & Listening**
- **Enrich Vocabulary**
  - Talk About Families
- **Oral Vocabulary**
  - cranes, crew, gleaming, mechanic, outlining, solid
- **Selection Vocabulary**
  - celebrate, family, memories, include
- **Domain-Specific Vocabulary**
  - parent, sibling, ancestor, relation
- **Vocabulary Strategy**
  - Classify and Categorize Family Words

**Language**
- **Grammar Skill**
  - Nouns
- **How English Works**
  - Connecting Ideas

**Writing**
- **Writing Mode**
  - Narrative Writing
- **Writing Form**
  - Poem
- **Focus Trait**
  - Conventions

**GRADE K • Unit 1**

**Lesson 1**
- **Selections**
  - **Read Aloud Book**
    - Building with Dad
    - Genre: Realistic Fiction
  - **Big Book**
    - What Makes a Family
    - Genre: Informational Text
  - **Paired Selections**
    - “Frère Jacques”
    - “Everybody Says”
    - “BTfikes for Mommy”
    - “My Little Sister”
    - Genre: for “Frère Jacques” Poetry and Lullaby
    - Genre: for Remaining Paired Selections
  - **Target Skill**
    - Main Ideas
  - **Target Strategy**
    - Supporting Skills
  - **Phonological Awareness**
    - Rhyming Words
    - Single Sounds
  - **Letter Names**
    - Letters: Aa, Bb, Cc
  - **Student Book**
    - See What We Can Do

**Target/Academic Vocabulary**
- **Enrich Vocabulary**
  - Talk About Families
  - **Oral Vocabulary**
  - cranes, crew, gleaming, mechanic, outlining, solid
  - **Selection Vocabulary**
  - celebrate, family, memories, include
  - **Domain-Specific Vocabulary**
  - parent, sibling, ancestor, relation
  - **Vocabulary Strategy**
  - Classify and Categorize Family Words

**Language**
- **Grammar Skill**
  - Nouns
- **How English Works**
  - Connecting Ideas

**Writing**
- **Writing Mode**
  - Narrative Writing
  - **Writing Form**
  - Poem
  - **Focus Trait**
  - Conventions
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonological Awareness/Phonics</th>
<th>Concepts of Print, Fluency, High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
<th>ELD Language Workshop Lessons</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Read Aloud Book</td>
<td>Friends at School, Genre: Informational Text</td>
<td>Target Skill</td>
<td>Understanding</td>
<td>Characters</td>
<td>Phonemic Awareness</td>
<td>Beginning Sounds</td>
<td>Letter Names</td>
<td>Letters: Pp, Qq, Rr, Ss, Tt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supporting Skills</td>
<td>Author's Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Read Aloud Book</td>
<td>I Have a Pet!, Genre: Realistic Fiction</td>
<td>Target Skill</td>
<td>Story Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Read Aloud Book</td>
<td>Big Book</td>
<td>Paired Selections</td>
<td>Target Skill</td>
<td>Text-Based Comprehension</td>
<td>Phonological Awareness/Phonics</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>----------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Beginning Sounds</td>
<td>Spacing Between Words</td>
<td>Spatuals and Jobs</td>
<td>Talk About Jobs</td>
<td>customers, dough, famous, perfect, sprinkled, stretchy</td>
<td>Action Verbs in the Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Words in Oral Sentences</td>
<td>Environmental Print</td>
<td>Fluency</td>
<td>Pause for Punctuation</td>
<td>Selection Vocabulary</td>
<td>Interpret: Language Choices</td>
</tr>
<tr>
<td></td>
<td>Pizza at Sally's</td>
<td>Everybody Works</td>
<td>&quot;The Elves and the Shoemaker&quot;</td>
<td>Phonics</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Produce: Use Technology</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Letters, Mm</td>
<td>and</td>
<td>Fluency</td>
<td>Pause for Punctuation</td>
<td>Selection Vocabulary</td>
<td>Produce: Use Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Student Book</td>
<td>Mm</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Domain-Specific Vocabulary</td>
<td>Vocabulary Network: Words about Work People Do</td>
</tr>
<tr>
<td></td>
<td>Pizza at Sally's</td>
<td>Everybody Works</td>
<td>&quot;The Elves and the Shoemaker&quot;</td>
<td>Min</td>
<td>I Like Mm</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Domain-Specific Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Letters, Ss</td>
<td>Review, m, s</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Invention, utensil, aid, purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Student Book</td>
<td>Ss</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Vocabulary Strategy</td>
</tr>
<tr>
<td></td>
<td>Pizza at Sally's</td>
<td>Everybody Works</td>
<td>&quot;The Elves and the Shoemaker&quot;</td>
<td>Phonics</td>
<td>Letters, Ss</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Enrich Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Review, m, s, and</td>
<td>and</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Selection Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Fluency</td>
<td>Pause for Punctuation</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Domain-Specific Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Pizza at Sally's</td>
<td>Everybody Works</td>
<td>&quot;The Elves and the Shoemaker&quot;</td>
<td>Speaking and Listening</td>
<td>Discuss Tools, Ask a Question About Tools, Discuss Answers</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Vocabulary Strategy</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Target Strategy</td>
<td>Question</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Supporting Skills</td>
<td>Cause and Effect</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Selection Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Review, m, s, and</td>
<td>and</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Vocabulary Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Fluency</td>
<td>Pause for Punctuation</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
<td>Enrich Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Words in Oral Sentences</td>
<td>Environmental Print</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Phonics</td>
<td>Letters, Mm</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
</tr>
<tr>
<td></td>
<td>Pizza at Sally's</td>
<td>Everybody Works</td>
<td>&quot;The Elves and the Shoemaker&quot;</td>
<td>Concepts of Print</td>
<td>Beginning Sounds</td>
<td>Fluency</td>
<td>Pause for Punctuation</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td>Informational Text</td>
<td>Fairy Tale</td>
<td>Words in Oral Sentences</td>
<td>Environmental Print</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;The Lion and the Mouse&quot;</td>
<td>Phonics</td>
<td>Letters, Mm</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Oral Vocabulary</td>
<td>Grammar Skill</td>
<td>Action Verbs in the Present Tense</td>
</tr>
<tr>
<td>Lesson</td>
<td>Selections</td>
<td>Text-Based Comprehension</td>
<td>Phonological Awareness/Phonics</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
<td>Language</td>
<td>ELD Language Workshop</td>
<td>Writing</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>Read Aloud Book</td>
<td>Listen, Listen</td>
<td>Student Book</td>
<td>As I See</td>
<td>Concepts of Print</td>
<td>Reading a Chart</td>
<td>Oral Vocabulary</td>
<td>Sensory Words</td>
<td>How English Works</td>
</tr>
<tr>
<td></td>
<td>Big Book</td>
<td>My Five Senses</td>
<td>Student Book</td>
<td>We Like Toys</td>
<td>Phonological Awareness</td>
<td>Blend Onset and Rime</td>
<td>Fluency</td>
<td>Please for Punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paired Selections</td>
<td>“Rice Day”</td>
<td>Student Book</td>
<td>At</td>
<td>Concepts of Print</td>
<td>Book Parts</td>
<td>Selection Vocabulary</td>
<td>Adjectives for Color</td>
<td>How English Works</td>
</tr>
<tr>
<td></td>
<td>“Here Are My Eyes”</td>
<td>“The Storm”</td>
<td>Domain-Specific Vocabulary</td>
<td>Domain-Specific Vocabulary</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Select</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Five Wonderful Senses”</td>
<td>The Storm</td>
<td>Sentences with Opposites</td>
<td>Sentences with Opposites</td>
<td>Words to Know</td>
<td>Select</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td>Genre: Informational Text</td>
<td>Cognitive Vocabulary</td>
<td>Cognitive Vocabulary</td>
<td>Enrich Vocabulary</td>
<td>Writing</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Read Aloud Book</td>
<td>Samba! How and Why</td>
<td>Student Book</td>
<td>We Like Toys</td>
<td>Concepts of Print</td>
<td>Punctuation Pattern, Question Mark, Exclamation Point</td>
<td>Oral Vocabulary</td>
<td>Sensory Words</td>
<td>How English Works</td>
</tr>
<tr>
<td></td>
<td>Big Book</td>
<td>Fiesta</td>
<td>Student Book</td>
<td>At</td>
<td>Phonological Awareness</td>
<td>Segment Onset and Rime</td>
<td>Fluency</td>
<td>Read with Expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paired Selections</td>
<td>“The Fort Worth Zoo”</td>
<td>Domain-Specific Vocabulary</td>
<td>Domain-Specific Vocabulary</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Select</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td>Genre: Informational Text</td>
<td>Sentences with Opposites</td>
<td>Sentences with Opposites</td>
<td>Words to Know</td>
<td>Select</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Read Aloud Book</td>
<td>Jonathan and His Mommy</td>
<td>Student Book</td>
<td>NC</td>
<td>Concepts of Print</td>
<td>Spaces Between Words</td>
<td>Oral Vocabulary</td>
<td>Adjectives for Color</td>
<td>How English Works</td>
</tr>
<tr>
<td></td>
<td>Big Book</td>
<td>Mice Squeak, We Speak</td>
<td>Student Book</td>
<td>DC</td>
<td>Phonological Awareness</td>
<td>Blend Onset and Rime</td>
<td>Fluency</td>
<td>Read with Expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paired Selections</td>
<td>“The Hare and the Tortoise”</td>
<td>Domain-Specific Vocabulary</td>
<td>Domain-Specific Vocabulary</td>
<td>Words to Know (High-Frequency Words)</td>
<td>Select</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Fable</td>
<td>Genre: Fable</td>
<td>Sentences with Opposites</td>
<td>Sentences with Opposites</td>
<td>Words to Know</td>
<td>Select</td>
<td>Adjectives for Color</td>
<td>Text Structure</td>
<td></td>
</tr>
</tbody>
</table>

**Concepts of Print:**
- Print Concepts
- Print Parts
- Book Parts

**Phonological Awareness:**
- Blends
- Rimes

**Conventions:**
- Capitalization
- Punctuation

**Language and Language Arts Skills:**
- Sentence Structure
- Sentence Transformation
- Sentence Writing

**Vocabulary:**
- Word Choice
- Word Understanding
- Word Analysis

**Writing Strategies:**
- Letter Writing
- Letter Formation
- Letter Identification

**Spelling Skills:**
- Spelling Patterns
- Spelling Rules
- Spelling Strategies

**Phonological Awareness:**
- Onset and Rime
-韵尾
- 韵头

**Fluency:**
- Sentence Fluency
- Paragraph Fluency
- Text Fluency

**Vocabulary Strategies:**
- Context Clues
- Word Parts
- Word Analysis

**Reading Strategies:**
- Prediction
- Inference
- Main Idea

**Literature and Informational Text:**
- Genre
- Author
- Illustrator

**Listening and Speaking Skills:**
- Listening Comprehension
- Speaking Comprehension
- Speaking Fluency

**Writing:**
- Creative Writing
- Expository Writing
- Informational Writing

**Language Skills and Strategies:**
- Sentence Structure
- Sentence Transformation
- Sentence Writing

**Listening and Speaking:**
- Listening Comprehension
- Speaking Comprehension
- Speaking Fluency

**Writing:**
- Creative Writing
- Expository Writing
- Informational Writing
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonological Awareness/Phonics</th>
<th>Concepts of Print, Fluency, High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
<th>ELD Language Workshop Lessons</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Read Aloud Book</td>
<td>Good Morning, Digger</td>
<td>Genre: Realistic Fiction</td>
<td><strong>Target Skill</strong></td>
<td>Text and Graphic Features</td>
<td><strong>Phonological Awareness</strong></td>
<td>Blend Phonemes</td>
<td><strong>Concepts of Print</strong></td>
<td>Letters in Words</td>
</tr>
<tr>
<td></td>
<td>Big Book</td>
<td>What Do Wheels Do All Day?</td>
<td>Genre: Informational Text</td>
<td><strong>Target Strategy</strong></td>
<td>Question</td>
<td><strong>Phonics</strong></td>
<td>Letters Jp</td>
<td><strong>Words to Know (High-Frequency Words)</strong></td>
<td>the, this</td>
</tr>
<tr>
<td></td>
<td>Paired Selection</td>
<td>&quot;Wheels Long Ago and Today&quot;</td>
<td>Genre: Informational Text</td>
<td><strong>Supporting Skills</strong></td>
<td>Conclusions</td>
<td><strong>Student Book</strong></td>
<td>Jp</td>
<td><strong>Fluency</strong></td>
<td>Reading Rate</td>
</tr>
<tr>
<td>10</td>
<td>Read Aloud Book</td>
<td>David's Drawings</td>
<td>Genre: Realistic Fiction</td>
<td><strong>Target Skill</strong></td>
<td>Story Structure</td>
<td><strong>Phonological Awareness</strong></td>
<td>Blend Phonemes</td>
<td><strong>Concepts of Print</strong></td>
<td>Capitalization: First Letter of a Sentence</td>
</tr>
<tr>
<td></td>
<td>Big Book</td>
<td>Mouse Shapes</td>
<td>Genre: Fiction</td>
<td><strong>Target Strategy</strong></td>
<td>Summarize</td>
<td><strong>Phonics</strong></td>
<td>Review Letters: A (Short a), Tt, Cc (/k/), Jp</td>
<td><strong>Wheels to Know (High-Frequency Words)</strong></td>
<td>Review: see, we, a, to</td>
</tr>
<tr>
<td></td>
<td>Paired Selection</td>
<td>Signs and Shapes</td>
<td>Genre: Informational Text</td>
<td><strong>Supporting Skills</strong></td>
<td>Understanding Characters</td>
<td><strong>Student Book</strong></td>
<td>Jp, Mmmm, Good! The Playground</td>
<td><strong>Fluency</strong></td>
<td>Read with Expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Selections</td>
<td>Text-Based Comprehension</td>
<td>Phonological Awareness/Phonics</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
<td>Language</td>
<td>ELD Language Workshop Lessons</td>
<td>Writing</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>----------</td>
<td>--------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>11</td>
<td>Read Aloud Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Every season</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Big Book</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Jump Into January</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paired Selection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Holidays All Year Long&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Read Aloud Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Storm &amp; Coming</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Fantasy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Big Book</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>How Water Changes</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Read Aloud Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>An Author’s World</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Big Book</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What Do You Do With a ‘Dil Like This’</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paired Selections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Sing! &quot;Dragony!&quot; &quot;Talk! &quot;On Our Way&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genre: Poetry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Selections</td>
<td>Text-Based Comprehension</td>
<td>Phonological Awareness/Phonics</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
<td>Language</td>
<td>ELD Language Workshop Lessons</td>
<td>Writing</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------</td>
<td>----------------------------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Big Book: <em>Turtle Splash!</em></td>
<td>Genre: Informational Text</td>
<td>Phonics: Letters, Blending Words, Word Building</td>
<td>Words to Know (High-Frequency Words): are, now</td>
<td>Fluency: Read with Expression</td>
<td>Domain-Specific Vocabulary: Animal Homes, Environment, woodland, grassland, wetland</td>
<td>How English Works: Recognize Present Tense Verbs</td>
<td>Vocabulary Network: Words about Animal Homes</td>
<td>Writing Form: Story</td>
</tr>
<tr>
<td></td>
<td>Big Book: <em>What a Beautiful Sky!</em></td>
<td>Genre: Informational Text</td>
<td>Phonics: Review Letters, Blending Words, Word Building</td>
<td>Words to Know (High-Frequency Words): are, in, to, you, what, are, now</td>
<td></td>
<td></td>
<td></td>
<td>Writing Form: Story</td>
<td>Focus Trait: Organization</td>
</tr>
<tr>
<td></td>
<td>Paired Selection: <em>What Will the Weather Be Like?</em></td>
<td>Genre: Informational Text</td>
<td>Student Book: Mac and Pam Cat Come with Me</td>
<td>Supporting Skills: Author’s Word Choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Read Aloud Book</td>
<td>Target/Academic Vocabulary</td>
<td>Genre</td>
<td>Epistemology</td>
<td>Language</td>
<td>Grammar Skill</td>
<td>Writing Mode</td>
<td>Writing Form</td>
<td>Focus Trait</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>-------</td>
<td>--------------</td>
<td>---------</td>
<td>---------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>16</td>
<td>Dear Mr. Blueberry</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Fantasy</td>
<td>Information, perhaps, pleased, kind, sport, travel</td>
<td>English</td>
<td>Grammar</td>
<td>Opinion Writing</td>
<td>Thank-You Note</td>
<td>Evidence</td>
</tr>
<tr>
<td>17</td>
<td>From Caterpillar to Butterfly</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Informational Text</td>
<td>Science</td>
<td>Science</td>
<td>Grammar</td>
<td>Opinion Writing</td>
<td>Thank-You Note</td>
<td>Evidence</td>
</tr>
<tr>
<td>Lesson</td>
<td>Read Aloud Book</td>
<td>Big Book</td>
<td>Paired Selections</td>
<td>Genre</td>
<td>Target Skill</td>
<td>Target Strategy</td>
<td>Supporting Skills</td>
<td>Text-Based Comprehension</td>
<td>Phonological Awareness/Phonics</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>----------</td>
<td>------------------</td>
<td>------</td>
<td>--------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>19</td>
<td>Nicky and the Rainy Day</td>
<td>Sheep: Take a Hike</td>
<td>“The Three Billy Goats Gruff”/”The Builder and the Oat”</td>
<td>Fairy Tales</td>
<td>Cause and Effect</td>
<td>Question</td>
<td>Sequence of Events</td>
<td>Phonemic Awareness</td>
<td>Blend Phonemes, Segment Phonemes</td>
</tr>
<tr>
<td></td>
<td>Nicky and the Rainy Day</td>
<td>Nicky and the Rainy Day</td>
<td>Sheep: Take a Hike</td>
<td>Fantasy</td>
<td>Sequence of Events</td>
<td>Visualize</td>
<td>Conclusions</td>
<td>Phonemic Awareness</td>
<td>Blend Phonemes, Add Phonemes</td>
</tr>
</tbody>
</table>

| 20     | Duck & Goose | Curious George’s Dinosaur Discovery | “Exploring Land and Water” | Informational Text | Sequence of Events | Visualize | Conclusions | Phonemic Awareness | Review Letters (Short /i/, /g/, /d/, /r/) | Concepts of Print | High-Frequency Word Hunt | Words to Know (High-Frequency Words) | Review: is, have, of, in, many, where, this, and, from, ever, do, find, will, be, into, that, your, who, go, for, here, they, soon, up | Fluency | Reading Rate | Oral Vocabulary | Epistemic, attention, confusion, notice, snooze, webbed | Selection Vocabulary | Exploring, display, museum, quarry | Domain-Specific Vocabulary | Discover, examine, experiment, weekly | Vocabulary Strategy | Synonyms | Enrich Vocabulary | Multiple-Meaning Words |

**Language Skills and Strategies**
- Collaborate: Offer Opinions Using Open Responses
- Interpret: Describe Text Elements
- Produce: Write a Description
- Vocabulary Network: Words about Outdoor Adventures

**How English Works**
- Verbs in the Past Tense
- Words in the Past Tense

**Writing Mode**
- Opinion Writing
- Focus Trait: Elaboration
- Writing Form: Opinion Sentences
- Write About Reading: Performance Task
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonological Awareness/Phonics</th>
<th>Concepts of Print, Fluency, High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
<th>ELD Language Workshop Lessons</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Read Aloud Book: Big Book “Growing Sunflowers”</td>
<td>Target Skill: Details</td>
<td>Phonemic Awareness: Blend Phonemes, Segment Phonemes</td>
<td>Concepts of Print: Directionality</td>
<td>Speaking and Listening: Discuss Musical Instruments, Share</td>
<td>Oral Vocabulary: Idea, just, play, teach, together, until</td>
<td>Grammar Skill: Pronoun: is, are, he, we</td>
<td>Language Skills and Strategies: Collaborate: Offer Opinions Using Open Responses, Can and Hold the Floor</td>
<td>Writing Mode: Informative Writing, Writing Form: Lists, Focus Trait: Organization, Write About Reading: Performance Task, Research/Media Literacy: Research Musical Instruments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target Strategy: Infer/Predict</td>
<td>Phonics: Letters ci (short c), Words with o (short o), Adding e (1/2, 2/2) no formal lesson</td>
<td>Words to Know: (High-Frequency Words)</td>
<td>Fluencty: Read with Expression</td>
<td>Selection Vocabulary: Practice, explore, perform, applause</td>
<td>How English Works: Use Nouns and Pronouns</td>
<td>Vocabulary Network: Words about Working Together</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supporting Skills: Author’s Word Choice</td>
<td>Blending Words: Long o, Short o</td>
<td>Fluency: Read with Expression</td>
<td>Domain-Specific Vocabulary: practice, rehearse, perform, applause</td>
<td>Vocabulary Strategy: Multiple-Meaning Words</td>
<td>Enrich Vocabulary: Words with suffixes, -ly, -ly, -ful,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Book: “Growing Sunflowers”</td>
<td>Student Book: Make It Pop! My Dog, Tom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target Strategy: Work and Vocabulary</td>
<td>Phonics: Letters kn, Words with s, Ward Building</td>
<td>Words to Know: (High-Frequency Words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supporting Skills: Sequence of Events</td>
<td>Student Book: A Good Job</td>
<td>Fluency: Reading Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Book: My Dog, Tom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target Strategy: Rehearse</td>
<td>Phonics: Letters ci, (Short e), Words with e (Short e), Blending Words</td>
<td>Words to Know: (High-Frequency Words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supporting Skills: Text and Graphic Features</td>
<td>Student Book: My Pet Dog</td>
<td>Fluency: Please for Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ben and Jen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 24

**Read Aloud Book**
- Red Eyes or Blue Feathers
  - Genre: Informational Text

**Big Book**
- Chameleon, Chameleon
  - Genre: Informational Text

**Paired Selection**
- "Amazing Animal Bodies"
  - Genre: Informational Text

<table>
<thead>
<tr>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Supporting Skills</th>
<th>Book Parts</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>Monitor/Clarify</td>
<td>Author’s Purpose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phonemic Awareness**
- Blend and Segment Phonemes
- Substitute Phonemes

**Phonics**
- Letters M, W, L
- Words with h, k
- Blending Words

**Student Book**
- Pig in a Hat
- Kid Hid

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Parts</td>
<td>Play a Guessing Game</td>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td>Words to Know</td>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>(High-Frequency</td>
<td></td>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td>Words)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Skills**
- Author’s Purpose
- Monitor/Clarify

**Phonemic Awareness**
- Blend and Segment Phonemes
- Substitute Phonemes

**Phonics**
- Letters M, W, L
- Words with h, k
- Blending Words
- Word Building

**Student Book**
- Pig in a Hat
- Kid Hid

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Frequency</td>
<td>Play a Guessing Game</td>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td>Words</td>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Words to Know</td>
<td></td>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td>(High-Frequency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Skills</th>
<th>Book Parts</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor/Clarify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lesson 25

**Read Aloud Book**
- Bread Comes to Life
  - Genre: Informational Text

**Big Book**
- Pie in the Sky
  - Genre: Realistic Fiction

**Paired Selection**
- "From Apple Tree to Store"
  - Genre: Informational Text

<table>
<thead>
<tr>
<th>Target Skill</th>
<th>Target Strategy</th>
<th>Supporting Skills</th>
<th>Book Parts</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>Monitor/Clarify</td>
<td>Author’s Purpose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phonemic Awareness**
- Blend and Segment Phonemes
- Substitute Phonemes

**Phonics**
- Letters Oo, Xx, Jj, Ee (short e), Hh, Kk
- Words with o (Short o), e, j, e (Short e), h, k
- Blending Review
- Vowels Oo, Ee

**Student Book**
- Six Pigs Hop
- Play It, Kid

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type, Functions of Print Materials</td>
<td>Discuss Recipes, Share Recipes</td>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td>Words to Know</td>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>(High-Frequency</td>
<td></td>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td>Words)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Skills</th>
<th>Book Parts</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor/Clarify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phonemic Awareness**
- Blend and Segment Phonemes
- Substitute Phonemes

**Phonics**
- Letters Oo, Xx, Jj, Ee (short e), Hh, Kk
- Words with o (Short o), e, j, e (Short e), h, k
- Blending Review
- Vowels Oo, Ee

**Student Book**
- Six Pigs Hop
- Play It, Kid

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types, Functions of Print Materials</td>
<td>Discuss Recipes, Share Recipes</td>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td>Words to Know</td>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>(High-Frequency</td>
<td></td>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td>Words)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Skills</th>
<th>Book Parts</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor/Clarify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grammar Skill
- Exclamations

### Language Skills and Strategies
- Collaborate: Ask and Answer Yes-No Questions
- Interpret: Describe Text Elements: Rhyme
- Produce: Write a Summary

### Writing Mode
- Informative Writing

### Writing Form
- Report

### Focus Trait
- Evidence

### Write About Reading
- Performance Task

### Research/Media Literacy
- Favorite Recipes
## Reading Literature & Informational Text

### Lesson 26

**Read Aloud Book**
- Curious George Makes Pancakes
  - Genre: Fantasy

**Big Book**
- Kitten’s First Full Moon
  - Genre: Fiction

**Paired Selections**
- Drinking Fountain
  - Genre: Poetry
- The Puppy Chased the Sunbeam
  - Genre: Poetry

**Target Skill**
- Conclusions

**Target Strategy**
- Visualize

**Supporting Skills**
- Cause and Effect
- Sequence

**Phonemic Awareness**
- Substitute Phrases

**Phonics**
- Letters: u, i, e

**Concepts of Print, Fluency, High-Frequency Words**
- Write to Know: High-Frequency Words

**Speaking and Listening**
- Share About Your Best

**Target/Academic Vocabulary**
- Oral Vocabulary
  - collaborative, enormous, generous, major, shocked, volunteers

**Grammar Skill**
- Nouns: Singular and Plural

**Vocabulary Strategy**
- Antonyms

**Language**
- Multiple-Meaning Words

**Language Workshop Lessons**
- Enrich Vocabulary

### Lesson 27

**Read Aloud Book**
- Someone Bigger
  - Genre: Fiction

**Big Book**
- One of These
  - Genre: Realistic Fiction

**Paired Selection**
- “Cross-Country Trip”
  - Genre: Informational Text

**Target Skill**
- Compare and Contrast

**Target Strategy**
- Monitor/Clarify

**Supporting Skills**
- Understanding Characters

**Phonemic Awareness**
- Substitute Phrases

**Phonics**
- Letters: i, e

**Concepts of Print, Fluency, High-Frequency Words**
- Write to Know: High-Frequency Words

**Speaking and Listening**
- Share About a Trip

**Target/Academic Vocabulary**
- Oral Vocabulary
  - narratives, family, me, launched, flight, replied

**Grammar Skill**
- Subject-Verb Agreement

**Vocabulary Strategy**
- Antonyms

**Language**
- Multiple-Meaning Words

**Language Workshop Lessons**
- Enrich Vocabulary

### Lesson 28

**Read Aloud Book**
- The Little Engine That Could
  - Genre: Fantasy

**Big Book**
- You Can Do It, Curious George!
  - Genre: Fantasy

**Paired Selections**
- “Whistling”
  - Genre: Poetry
- “Time to Play”

**Target Skill**
- Story Structure

**Target Strategy**
- Summarize

**Supporting Skills**
- Cause and Effect

**Phonemic Awareness**
- Substitute Phrases

**Phonics**
- Letters: v, z

**Concepts of Print, Fluency, High-Frequency Words**
- Write to Know: High-Frequency Words

**Speaking and Listening**
- Share Ideas, Retell

**Target/Academic Vocabulary**
- Oral Vocabulary
  - collaborative, enormous, generous, major, shocked, volunteers

**Grammar Skill**
- Subject-Verb Agreement

**Vocabulary Strategy**
- Antonyms

**Language**
- Multiple-Meaning Words

**Language Workshop Lessons**
- Enrich Vocabulary

---

**Supporting Skills**
- **Infer/Predict**
  - Target Strategy
  - Take Notes

**Target Skill**
- **Monitor/Clarify**
  - Compare and Contrast

**Supporting Skills**
- **Visualize**
  - Domain-Specific Vocabulary

**Phonological Awareness, Phonics**
- **Substitute Phonemes**
  - Word Building

**Concepts of Print**
- **High-Frequency Words**

**Vocabulary Network**
- **Words with Prefix**

**Language**
- **High-Frequency Words**

**Language Workshop Lessons**
- **Words with Prefix**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Read Aloud Book</th>
<th>Target Skill</th>
<th>Phonological Awareness</th>
<th>Concepts of Print</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Grammar Skill</th>
<th>Language Skills and Strategies</th>
<th>Writing Mode</th>
<th>Writing Form</th>
<th>Focus Trait</th>
<th>Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Baby Brains</td>
<td>Main Idea and Details</td>
<td>Track Syllables</td>
<td>Types, Functions of Print Material</td>
<td>Share Information and Ideas, Retell Simon James Stories</td>
<td>Oral Vocabulary</td>
<td>Prepositions: for, to, with, from of</td>
<td>Conference</td>
<td>Opinion Writing</td>
<td>Journal</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fiction</td>
<td></td>
<td>Phonics</td>
<td>Words to Know: High-Frequency Words</td>
<td>Fluency: Reading Rate</td>
<td></td>
<td>How English Works</td>
<td>Rephrase</td>
<td>How English Works: Expand Noun Phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supporting Skills</td>
<td>Author’s Purpose</td>
<td></td>
<td></td>
<td>Selection Vocabulary</td>
<td>Memorize</td>
<td>Vocabulary Network: Words about Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Concepts of Print</td>
<td>Phonological Awareness</td>
<td></td>
<td></td>
<td>Domain-Specific Vocabulary</td>
<td>Use Vocabularies</td>
<td>Southampton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phonics</td>
<td>Words with y, q (qu)</td>
<td></td>
<td></td>
<td>Enrich Vocabulary</td>
<td>Develop</td>
<td>Simon James Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little Library</td>
<td>Not Yet</td>
<td>Not Yet</td>
<td>Word Building</td>
<td>Not Yet</td>
<td></td>
<td>Vocabulary Strategy</td>
<td>Enrich</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informational</td>
<td>Can Not Quit Yet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prepositions in Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Pet Show!</td>
<td>Understanding Characters</td>
<td>Track Syllables</td>
<td>Environmental Print</td>
<td>Good Neighbors and Good Friends</td>
<td>Oral Vocabulary</td>
<td>announced, present, expect, favorite, independent, judge</td>
<td>Conference</td>
<td>Opinion Writing</td>
<td>Journal</td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
<td></td>
<td>Phonics</td>
<td>Words to Know: High-Frequency Words</td>
<td>Fluency: Read with Expression</td>
<td></td>
<td>Selection Vocabulary</td>
<td>Retell</td>
<td>How English Works: Prepositional Phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supporting Skills</td>
<td>Review Letters Aa (Short a), e (Short e), i (Short i), o (Short o), u (Short u)</td>
<td></td>
<td></td>
<td>Domain-Specific Vocabulary</td>
<td>Use</td>
<td>Vocabulary Network: Words about Pets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miss Bindergarten</td>
<td>Summary</td>
<td></td>
<td>Words with -s, -ing</td>
<td></td>
<td></td>
<td>Enrich Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebrates the Last Day of Kindergarten</td>
<td></td>
<td></td>
<td>Word Building</td>
<td></td>
<td></td>
<td>Prepositions in Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fantasy</td>
<td></td>
<td></td>
<td>Student Book</td>
<td></td>
<td></td>
<td>Vocabulary Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Max Is Up: A Fun Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Selections</td>
<td>Text-Based Comprehension</td>
<td>Phonological Awareness/Phonics</td>
<td>Concepts of Print, Fluency, High-Frequency Words</td>
<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
<td>Language Skills and Strategies</td>
<td>ELD Language Workshop Lessons</td>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Read Aloud Books: Informational Text</td>
<td>Oscar and the Frog Every Season</td>
<td></td>
<td></td>
<td>Read and Discuss: List Genre Features</td>
<td></td>
<td></td>
<td>Warm Up With Wordplay: Rhyming Simon / Share a Riddle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Big Books: Informational Text</td>
<td>From Caterpillar to Butterfly / The Happiest Things in the World</td>
<td>Phonemic Awareness: Middle Sounds Long and Short Vowel Sounds</td>
<td>Words to Know: High-Frequency Words Review: many, them, new, when, soon, them, give, say, how, where</td>
<td>Think Through the Text: How Can We Go?</td>
<td>Oral Vocabulary: Read: contain, curious, interesting, notice, patient, usually</td>
<td>Collaborate: Offer Opinions and Ideas Using Open Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Read Aloud Books: Fiction</td>
<td>Simon and Molly plus Hester / Amelia's Show-and-Tell Fiesta / Pet Show / Pizza at Sally's</td>
<td>Genre Study: Realistic Fiction</td>
<td>Read and Discuss: List Genre Features</td>
<td></td>
<td></td>
<td>Warm Up With Wordplay: Admired, several, perhaps, generous, blend, measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Big Book: Fiction</td>
<td>Kitten's First Full Moon</td>
<td>Phonemic Awareness: Middle Sounds Long and Short Vowel Sounds</td>
<td>Words to Know: High-Frequency Words Review: I, be, go, he, me, no, so, we</td>
<td>Think Through the Text: How Can We Go?</td>
<td>Oral Vocabulary: Read: contained, curious, interesting, notice, patient, usually</td>
<td>Collaborate: Offer Opinions and Ideas Using Open Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phonics: Long Vowels a, i, o (CV pattern)</td>
<td></td>
<td></td>
<td>Produce: Give a Speech How English Works: Use Connecting Words Vocabulary Network: Words about Realistic Fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Book: Can't Play?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### GRADE K • Review and Extend

#### Lesson 33: Read Aloud Books
- **Genre Study:** Fantasy
  - Read and Discuss: Discuss Genre Features
- **Phonemic Awareness:**
  - Middle Sounds
  - Long and Short Vowel Sounds
- **Words to Know:**
  - High Frequency Words
  - Review: them, then, how, now, when, there, day, away, you, your
- **Phonics:**
  - Long Vowels a, i (CVC-e pattern)
- **Read and Discuss:**
  - Think Through the Text

#### Lesson 34: Big Books
- **Genre Study:** Poetry
  - Read and Discuss: Discuss Genre Features
- **Phonemic Awareness:**
  - Middle Sounds
  - Long and Short Vowel Sounds
- **Words to Know:**
  - High Frequency Words
  - Review: of, off, that, this, take, more, come, some, very, every
- **Phonics:**
  - Long Vowels a, u (CVC-e pattern)
- **Read and Discuss:**
  - Think Through the Text

#### Target/Academic Vocabulary
- **Oral Vocabulary:**
  - Review: enormous, delight, dazzling, golden, independent, impossible
- **Oral Vocabulary:**
  - Words to Know: (High-Frequency Words)
  - Review: of, off, that, this, take, more, come, some, very, every
- **Oral Vocabulary:**
  - Words to Know: (High-Frequency Words)
  - Review: of, off, that, this, take, more, come, some, very, every
- **Oral Vocabulary:**
  - Read and Discuss: Think Through the Text

#### Language
- **Language Skills and Strategies:**
  - Collaborate: Offer Opinions and Ideas Using Learned Phrases
  - Interpret: Describe Text Elements
  - Produce: Write a Story
  - How English Works: Use Verbs and Verb Phrases
  - Vocabulary Network: Words about Fantasy
- **Language Skills and Strategies:**
  - Collaborate: Ask and Answer Wh-Questions
  - Interpret: Evaluate Language Choices: Word Choice
  - Produce: Prepare a Presentation
  - How English Works: Use Nouns and Noun Phrases
  - Vocabulary Network: Words about Poetry

#### Writing
- **Writing Mode:**
  - Narrative Writing
  - Opinion Writing
  - Fantasy Story
  - Poem
  - Respond to Texts