



BACK TO SCHOOL LESSONS

LESSON	SELECTIONS	CONCEPTS OF PRINT	ALPHABET ROUTINE	PHONEMIC AWARENESS	LETTERS AND SOUNDS	HIGH-FREQUENCY WORDS
BACK TO SCHOOL (ONE WEEK)	Big Book <ul style="list-style-type: none">Jack’s TalentBack to School	<ul style="list-style-type: none">Print Represents Speech (Introductions and Names)Letters, Words, and SentencesPhoto Captions (Names of Countries)Environmental PrintPunctuation Marks and Intonation	<ul style="list-style-type: none">Identify LettersAlphabet SongPlace NamesName and Match LettersAlphabet Sequence	<ul style="list-style-type: none">Distinguish Vowel SoundsBlend PhonemesIsolate PhonemesSegment PhonemesRhyming Words	<ul style="list-style-type: none">Short <i>a</i>Consonants <i>m, s, t, c</i>Phonogram <i>-at</i>	<i>I</i> <i>to</i> <i>like</i> <i>a</i> <i>see</i> <i>the</i> <i>we</i> <i>go</i> <i>is</i> <i>are</i>

UNIT 1: AROUND THE NEIGHBORHOOD

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
1	Main Selection What is a Pal? Genre: Informational Text Paired Selection Friends Forever Genre: Poetry Decodable Reader Selections Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan	<ul style="list-style-type: none">Beginning SoundBlend Phonemes	Phonics <ul style="list-style-type: none">Short <i>a</i>Consonants <i>n, d</i>Consonants <i>p, f</i> Fluency Accuracy: Word Recognition Concepts of Print <ul style="list-style-type: none">Letters, Words, and Sentences	<i>and</i> <i>be</i> <i>help</i> <i>play</i> <i>with</i> <i>you</i>	Skill Main Idea Strategy Summarize Listening and Speaking Listen for Enjoyment	Vocabulary Strategies Classify and Categorize Action Words Oral Vocabulary <i>beautiful, excellent, invitation, miss, ruin, suddenly</i> Selection Words <i>fun, pal, pet, what</i>	Spelling Principle Words with Short <i>a</i> Spelling Words Basic: <i>am, at, sat, man, dad, mat</i>	Grammar Skill Nouns <ul style="list-style-type: none">Words that Name PeopleWords that Name Animals	Writing Mode Writing About Us: Labels Focus Trait Ideas
2	Main Selection The Storm Genre: Realistic Fiction Paired Selection Storms! Genre: Article Decodable Reader Selections Can It Fit? I Ran Sid Pig Pam	<ul style="list-style-type: none">Beginning SoundBlend Phonemes	Phonics <ul style="list-style-type: none">Short <i>i</i>Consonants <i>r, h /z/s</i>Consonants <i>b, g</i>Phonogram <i>-it</i> Fluency Accuracy: Words Connected in Text Concepts of Print Match Oral Words to Printed Words	<i>for</i> <i>have</i> <i>he</i> <i>look</i> <i>too</i> <i>what</i>	Skill Understanding Characters Strategy Infer/Predict Listening, Speaking, Viewing Discussion: Raise Your Hand	Vocabulary Strategies Context Clues Oral Vocabulary <i>bandits, brave, chattered, ears, steady, still</i> Selection Words <i>storm, pop, come, wet, bed</i>	Spelling Principle Words with Short <i>i</i> Spelling Words Basic: <i>if, is, him, rip, fit, pin</i>	Grammar Skill Nouns <ul style="list-style-type: none">Words that Name PlacesWords that Name Things	Writing Mode Writing About Us: Captions Focus Trait Ideas

*Penmanship addressed with Phonics skill on Day 1.
**Formal lesson for Concepts of Print skill on Day 2.

*La buena escritura/caligrafía se estudia con las destrezas de fonética en el Día 1.
**La lección de aprendizaje de la destreza: Conceptos de impresos se enseña en el Día 2.



UNIT 1: AROUND THE NEIGHBORHOOD (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
3	<p>Main Selection Curious George at School Genre: Fantasy</p> <p>Paired Selection School Long Ago Genre: Informational Text</p> <p>Decodable Reader Selections Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?</p>	<ul style="list-style-type: none">• Beginning Sound• Blend Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Short o• Consonants l, x• Inflection -s <p>Fluency Phrasing: Punctuation (Period)</p> <p>Concepts of Print</p> <ul style="list-style-type: none">• Capitalization• Punctuation	<p>do find funny sing no they</p>	<p>Skill Sequence of Events</p> <p>Strategy Monitor/Clarify</p> <p>Listening and Speaking Discussion: Take Turns Talking</p>	<p>Vocabulary Strategies Multiple-Meaning Words</p> <p>Oral Vocabulary apart, crept, proud, sneaked, snout, worried</p> <p>Selection Words curious, school, this, George, kids, mess, paints, job</p>	<p>Spelling Principle Words with Short o</p> <p>Spelling Words Basic: log, dot, top, hot, lot, ox</p>	<p>Grammar Skill Action Verbs</p> <ul style="list-style-type: none">• Words that Show Action• More Words that Show Action	<p>Writing Mode Writing About Us: Sentences</p> <p>Focus Trait Word Choice</p>
4	<p>Main Selection Lucia's Neighborhood Genre: Informational Text</p> <p>Paired Selection City Mouse and Country Mouse Genre: Fable</p> <p>Decodable Reader Selections Pals Ned Ken and Vic My Pets</p>	<ul style="list-style-type: none">• Beginning Sound• Blend Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Short e• Consonants y, w• Consonants k, v, j• Phonogram -et <p>Fluency Intonation</p> <p>Concepts of Print Punctuation</p>	<p>all does here me my who</p>	<p>Skill Text and Graphic Features</p> <p>Strategy Question</p> <p>Listening and Speaking Conversation: Take Turns</p>	<p>Vocabulary Strategies Alphabetical Order</p> <p>Oral Vocabulary canvas, combinations, ease, important, rhythm, row</p> <p>Selection Words Lucia, book, car, firefighter's, goal, Hi, home, librarian, neighborhood, pants, plant, street</p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: yet, web, pen, wet, leg, hen</p>	<p>Grammar Skill Adjectives</p> <ul style="list-style-type: none">• Adjectives for Size• Adjectives for Shape	<p>Writing Mode Writing About Us: Class Story</p> <p>Focus Trait Word Choice</p>
5	<p>Main Selection Gus Takes the Train Genre: Fantasy</p> <p>Paired Selection City Zoo Genre: Informational Text</p> <p>Decodable Reader Selections Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud</p>	<ul style="list-style-type: none">• Final Sound• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Short u• Consonants qu, z <p>Fluency Accuracy: Self-Correct</p> <p>Concepts of Print Punctuation</p>	<p>friend full good hold many pull</p>	<p>Skill Story Structure</p> <p>Strategy Analyze/Evaluate</p> <p>Listening and Speaking Conversation: Listen and Respond</p>	<p>Vocabulary Strategies Antonyms</p> <p>Oral Vocabulary alleys, dash, ferry, space, subways, sealed</p> <p>Selection Words takes, conductor, train, window</p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: up, bug, mud, nut, hug, tub</p>	<p>Grammar Skill Adjectives</p> <ul style="list-style-type: none">• Adjectives for Color• Adjectives for Number	<p>Writing Mode Writing About Us: Class Story</p> <p>Focus Trait Ideas</p>

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**Formal lesson for Concepts of Print skill on Day 2.



SELECTIONS		COMPREHENSION/ LISTENING/SPEAKING					WRITING			
EXTENDING THE COMMON CORE	Student Magazine, p. RA4: <i>Around Town</i> “I’m Glad” Genre: Poem “People I Know” Genre: Poem “The Wheels on the Bus” Genre: Traditional Song									Handwriting: Write Uppercase and Lowercase Letters
	Student Magazine, p. RA8: Activity Central “A Day at the Park”									
	Student Book, p. 26: <i>Friends Forever</i> “Damon & Blue” Genre: Poetry “Wait for Me” Genre: Poetry “Jambo” Genre: Poetry									



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
6	<p>Main Selection Jack and the Wolf Genre: Fable</p> <p>Paired Selection The Three Little Pigs Genre: Fairy Tale</p> <p>Decodable Reader Selections Ann Packs Tess and Jack A Duck in Mud Ducks Quack</p>	<ul style="list-style-type: none">• Final Sound• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Review Short a• Double Final Consonants and ck• Phonogram -ack <p>Fluency Expression</p> <p>Concepts of Print Directionality</p>	<p>away call come every hear said</p>	<p>Skill Understanding Characters</p> <p>Strategy Summarize</p> <p>Listening and Speaking Follow Directions</p>	<p>Vocabulary Strategies Classify and Categorize Action Words</p> <p>Oral Vocabulary clang, fault, figure, jumbled, plenty, tossed</p> <p>Selection Words sheep, trick, wolf, once upon a time</p>	<p>Spelling Principle Words with Short a</p> <p>Spelling Words Basic: an, bad, can, had, cat, ran</p> <p>Challenge: add, pass</p>	<p>Grammar Skill Complete Sentences</p> <ul style="list-style-type: none">• What Is a Sentence?• Is It a Sentence?	<p>Writing Mode Write to Describe: Sentences Uses Adjectives</p> <p>Focus Trait Ideas</p>
7	<p>Main Selection How Animals Communicate Genre: Informational Text</p> <p>Paired Selection Insect Messages Genre: Informational Text</p> <p>Decodable Reader Selections Brad and Cris What Did Dad Get? The Big Crabs Job</p>	<ul style="list-style-type: none">• Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">• Review Short i• Clusters with r• Phonogram -ip <p>Fluency Rate</p> <p>Concepts of Print Directionality and Return Sweep</p>	<p>animal how make of some why</p>	<p>Skill Details</p> <p>Strategy Infer/Predict</p> <p>Listening and Speaking Use Nonverbal Cues</p>	<p>Vocabulary Strategies Using a Glossary</p> <p>Oral Vocabulary agreement, crowd, discussed, warn, creek, bills</p> <p>Selection Words baby, bees, bird, dance, down, elephants, food, smell</p>	<p>Spelling Principle Words with a Short i</p> <p>Spelling Words Basic: in, will, did, sit, six, big</p> <p>Challenge: trip, grin</p>	<p>Grammar Skill Sentence Parts</p> <ul style="list-style-type: none">• The Naming Part• The Action Part	<p>Writing Mode Write to Describe: Poetry</p> <p>Focus Trait Word Choice</p>
8	<p>Main Selection A Musical Day Genre: Realistic Fiction</p> <p>Paired Selection Drums Genre: Informational Text</p> <p>Decodable Reader Selections Our Flag The Plan Our Sled Club The Pet Club</p>	<ul style="list-style-type: none">• Segment Phonemes• Middle Sound	<p>Phonics</p> <ul style="list-style-type: none">• Review Short o• Clusters with l• Phonogram -ock <p>Fluency Phrasing: Natural Pauses</p> <p>Concepts of Print Letters, Words, and Sentences</p>	<p>her now our she today would</p>	<p>Skill Sequence of Events</p> <p>Strategy Analyze/Evaluate</p> <p>Listening and Speaking Tell About a Personal Experience</p>	<p>Vocabulary Strategies Classify and Categorize Time Words</p> <p>Oral Vocabulary crisp, edges, faraway, peeked, smudge, village</p> <p>Selection Words aunt, band, guitars, music</p>	<p>Spelling Principle Words with a Short o</p> <p>Spelling Words Basic: on, got, fox, pop, not, hop</p> <p>Challenge: block, clock</p>	<p>Grammar Skill Statements</p> <ul style="list-style-type: none">• What Is a Statement?• Writing Statements	<p>Writing Mode Write to Describe: Thank-You Note</p> <p>Focus Trait Word Choice</p>



UNIT 2: SHARING TIME (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
9	<p>Main Selection: Dr. Seuss Genre: Biography</p> <p>Paired Selection Two Poems from Dr. Seuss Genre: Poetry</p> <p>Decodable Reader Selections Step Up! Splat! Splat! Nuts for Ben and Jen Miss Tess Was Still</p>	<ul style="list-style-type: none">• Segment Phonemes• Middle Sound	<p>Phonics</p> <ul style="list-style-type: none">• Review Short e• 2- and 3-Letter Clusters with s <p>Fluency Accuracy: Word Recognition</p> <p>Concepts of Print Letters, Words, and Sentences</p>	<p><i>after</i> <i>draw</i> <i>pictures</i> <i>read</i> <i>was</i> <i>write</i></p>	<p>Skill Text and Graphic Features</p> <p>Strategy Question</p> <p>Listening and Speaking Participate in Songs and Chants</p>	<p>Vocabulary Strategies Antonyms</p> <p>Oral Vocabulary <i>trip, yanking, twice, awake, wonder, try</i></p> <p>Selection Words <i>books, Dr., hit, rhymes, wrote</i></p>	<p>Spelling Principle Words with Short e</p> <p>Spelling Words Basic: <i>yes, let, red, ten, bed, get</i> Challenge: <i>sled, step</i></p>	<p>Grammar Skill Singular and Plural Nouns</p> <ul style="list-style-type: none">• One and More Than One• Special Plural Nouns	<p>Writing Mode Write to Describe: Description</p> <p>Focus Trait Ideas</p>
10	<p>Main Selection A Cupcake Party Genre: Fantasy</p> <p>Paired Selection At the Bakery Genre: Readers' Theater</p> <p>Decodable Reader Selections Who Likes to Jump? The Lost Cat Flint and Scamp The List</p>	<ul style="list-style-type: none">• Segment Phonemes• Middle Sound	<p>Phonics</p> <ul style="list-style-type: none">• Review Short u• Final Clusters• Phonogram -ump <p>Fluency Stress</p> <p>Concepts of Print Punctuation</p>	<p><i>eat</i> <i>give</i> <i>one</i> <i>put</i> <i>small</i> <i>take</i></p>	<p>Skill Story Structure</p> <p>Strategy Visualize</p> <p>Listening and Speaking Retell a Story</p>	<p>Vocabulary Strategies Synonyms</p> <p>Oral Vocabulary <i>enemies, forest, hibernate, must, pouches, predators</i></p> <p>Selection Words <i>baked, cupcake, party, tree</i></p>	<p>Spelling Principle Words with Short u</p> <p>Spelling Words Basic: <i>us, sun, but, fun, bus, run</i> Challenge: <i>jump, must</i></p>	<p>Grammar Skill Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none">• Prepositions for Where (<i>on, up, away</i>)• Prepositions for When (<i>after, now, today</i>)	<p>Writing Mode Write to Describe: Description</p> <p>Focus Trait Organization</p>
SELECTIONS		COMPREHENSION/ LISTENING/SPEAKING				WRITING			
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA10: Dog School Genre: Realistic Fiction</p> <p>Student Magazine, p. RA26: Activity Central: "Picture This!"</p> <p>Student Book, p. 127: A Cupcake Party Genre: Fantasy</p>				<p>Comprehension: Describe Characters, Settings, and Events</p> <p>Listening and Speaking: Add Visuals to Descriptions</p>				<p>Handwriting: Write Sentences</p>

*Penmanship addressed with Phonics skill on Day 1.
**Formal lesson for Concepts of Print skill on Day 2.

UNIT 3: NATURE NEAR AND FAR



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
11	<p>Main Selection Sea Animals Genre: Informational Text</p> <p>Paired Selection Water Genre: Informational Text</p> <p>Decodable Reader Selections Seth and Beth Zeb Yak The Duck Nest Animal Moms</p>	<ul style="list-style-type: none">Blend and Segment Phonemes	<p>Phonics</p> <ul style="list-style-type: none">Digraph <i>th</i>Base Words and -s, -es, -ed, -ing <p>Fluency Phrasing: Attention to Punctuation (Comma)</p> <p>Concepts of Print Capitalization</p>	<i>blue</i> <i>cold</i> <i>far</i> <i>little</i> <i>live</i> <i>their</i> <i>water</i> <i>where</i>	<p>Skill Author's Purpose</p> <p>Strategy Analyze/Evaluate</p> <p>Listening and Speaking Speaking at the Proper Volume</p>	<p>Vocabulary Strategies Classify and Categorize Color Words</p> <p>Oral Vocabulary <i>companions, exchange, gracefully, portions, practice, strict</i></p> <p>Selection Words <i>fish, flippers, home, penguins, pink, sea, sea lions, sea stars, turtle, warm</i></p>	<p>Spelling Principle Words with <i>th</i></p> <p>Spelling Words Basic: <i>that, then, this, them, with, bath</i></p> <p>Challenge: <i>thick, tenth</i></p>	<p>Grammar Skill Proper Nouns</p> <ul style="list-style-type: none">Names for People and AnimalsTitles for People	<p>Writing Mode Write to Inform: Sentences Use Adverbs</p> <p>Focus Trait Ideas</p>
12	<p>Main Selection How Leopard Got His Spots Genre: Folktale</p> <p>Paired Selection The Rain Forest Genre: Informational Text</p> <p>Decodable Reader Selections Scratch, Chomp Rich Gets a Dog Champs Kits, Chicks, and Pups</p>	<ul style="list-style-type: none">Blend and Segment PhonemesSubstitute Phonemes: Initial	<p>Phonics</p> <ul style="list-style-type: none">Digraphs <i>ch, tch</i>Possessives 'sPhonogram -atchPossessives 's <p>Fluency Rate</p> <p>Concepts of Print Capitalization</p>	<i>been</i> <i>brown</i> <i>know</i> <i>never</i> <i>off</i> <i>out</i> <i>own</i> <i>very</i>	<p>Skill Sequence of Events</p> <p>Strategy Question</p> <p>Listening and Speaking Speaking at the Proper Rate</p>	<p>Vocabulary Strategies Homophones</p> <p>Oral Vocabulary <i>adventure, frisky, shivered, spied, tumbled, view</i></p> <p>Selection Words <i>danced, flowers, giraffe, hyena, leopard, paint(s)(ed), zebra</i></p>	<p>Spelling Principle Words with <i>ch, tch</i></p> <p>Spelling Words Basic: <i>chin, chop, much, chip, rich, chick</i></p> <p>Challenge: <i>match, pitch</i></p>	<p>Grammar Skill Proper Nouns</p> <ul style="list-style-type: none">Names of PlacesMore Place Names	<p>Writing Mode Write to Inform: Letter</p> <p>Focus Trait Sentence Fluency</p>
13	<p>Main Selection Seasons Genre: Informational Text</p> <p>Paired Selection The Four Seasons Genre: Poetry</p> <p>Decodable Reader Selections Phil's New Bat In a Rush Ralph Goes to Camp Trish's Gift</p>	<ul style="list-style-type: none">Blend and Segment PhonemesSubstitute Phonemes: Initial	<p>Phonics</p> <ul style="list-style-type: none">Digraphs <i>sh, wh, ph</i>Contractions with 's, n't <p>Fluency Accuracy: Word Recognition</p> <p>Concepts of Print Punctuation</p>	<i>down</i> <i>fall</i> <i>goes</i> <i>green</i> <i>grow</i> <i>new</i> <i>open</i> <i>yellow</i>	<p>Skill Cause and Effect</p> <p>Strategy Visualize</p> <p>Listening and Speaking Listen to Compare and Contrast</p>	<p>Vocabulary Strategies Words Ending in -ed, -ing, or -s</p> <p>Oral Vocabulary <i>bouquet, burst, glows, plow, shrivel, vines</i></p> <p>Selection Words <i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i></p>	<p>Spelling Principle Words with <i>sh, wh, ph</i></p> <p>Spelling Words Basic: <i>ship, shop, which, when, whip, fish</i></p> <p>Challenge: <i>shell, graph</i></p>	<p>Grammar Skill Subjects and Verbs</p> <ul style="list-style-type: none">Subject-Verb AgreementVerbs with s	<p>Writing Mode Write to Inform: Sentences Main Idea</p> <p>Focus Trait Ideas</p>

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**Formal lesson for Concepts of Print skill on Day 2.



UNIT 3: NATURE NEAR AND FAR (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
14	<p>Main Selection The Big Race Genre: Fantasy</p> <p>Paired Selection The Olympic Games Genre: Informational Text</p> <p>Decodable Reader Selections Tate's Cakes Dave and the Whales A Safe Lodge The Race</p>	<ul style="list-style-type: none">Identify Middle SoundSubstitute Phonemes: Medial	<p>Phonics</p> <ul style="list-style-type: none">Long a (CVCe)Phonogram -akeSoft c, g, dgePhonogram -ace <p>Fluency Expression</p> <p>Concepts of Print</p> <ul style="list-style-type: none">CapitalizationPunctuation	<p>four five into over starts three two watch</p>	<p>Skill Conclusions</p> <p>Strategy Infer/Predict</p> <p>Listening and Speaking Listen for Story Details</p>	<p>Vocabulary Strategies Classify and Categorize Number Words</p> <p>Oral Vocabulary cactus, habitat, mainly, search, stems, howl</p> <p>Selection Words cottontail, hay, hooray, lizard, race, roadrunner</p>	<p>Spelling Principle Words with Long a</p> <p>Spelling Words Basic: came, make, brave, late, gave, shape Challenge: waves, chases</p>	<p>Grammar Skill Verbs and Time</p> <ul style="list-style-type: none">Verbs with -edPresent and Past Time	<p>Writing Mode Write to Inform: Report</p> <p>Focus Trait Ideas</p>
15	<p>Main Selection Animal Groups Genre: Informational Text</p> <p>Paired Selection Animal Picnic Genre: Readers' Theater</p> <p>Decodable Reader Selections Mike's Bike The Nest The Nice Vet Kite Time</p>	<ul style="list-style-type: none">Identify Middle SoundSubstitute Phonemes: Medial	<p>Phonics</p> <ul style="list-style-type: none">Long i (CVCe)Digraphs kn, wr, gn, mbPhonograms -ine, -ite <p>Fluency Intonation</p> <p>Concepts of Print</p> <ul style="list-style-type: none">CapitalizationPunctuation	<p>bird both eyes fly long or those walk</p>	<p>Skill Compare and Contrast</p> <p>Strategy Monitor/Clarify</p> <p>Listening and Speaking Make Introductions</p>	<p>Vocabulary Strategies Suffix -er, -est</p> <p>Oral Vocabulary alert, directions, scale, sensitive, swivel, threatened</p> <p>Selection Words amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</p>	<p>Spelling Principle Words with Long i</p> <p>Spelling Words Basic: time, like, kite, bike, white, drive Challenge: stripe, mice</p>	<p>Grammar Skill The Verb be</p> <ul style="list-style-type: none">Using is and areUsing was and were	<p>Writing Mode Write to Inform: Report</p> <p>Focus Trait Word Choice</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY		GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA28: Four Seasons for Animals Genre: Informational Text</p> <p>Student Magazine, p. RA38: Activity Central: "Word Detective"</p> <p>Student Book, p. 75: Seasons Genre: Informational Text</p>				<p>Comprehension: Compare and Contrast Texts</p>	<p>Vocabulary Strategies: Sort Words into Categories</p>		<p>Grammar: Possessive Nouns</p>	<p>Writing: Write a Conclusion</p>

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**Formal lesson for Concepts of Print skill on Day 2.

UNIT 4: EXPLORING TOGETHER



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
16	<p>Main Selection Let's Go to the Moon! Genre: Informational Text</p> <p>Paired Selection Mae Jemison Genre: Biography</p> <p>Decodable Reader Selections Go, Jones! So Much Fun June's Pictures My Mule, Duke</p>	<ul style="list-style-type: none">Substitute Phonemes: MedialSubstitute Phonemes: Final	<p>Phonics</p> <ul style="list-style-type: none">Long o (CV, CVCe)Long u (CVCe) <p>Fluency Stress</p> <p>Concepts of Print Chapter Titles and Headings</p>	<p><i>around</i> <i>because</i> <i>before</i> <i>bring</i> <i>carry</i> <i>light</i> <i>show</i> <i>think</i></p>	<p>Skill Main Idea and Details</p> <p>Strategy Question</p> <p>Listening and Speaking Tell a Story</p>	<p>Vocabulary Strategies Suffixes -y, -ful</p> <p>Oral Vocabulary <i>atmosphere, decision, landscape, miniature, surface, vast</i></p> <p>Selection Words <i>crater, footprints, gravity, lunar, rocket, rover</i></p>	<p>Spelling Principle Words with Long o</p> <p>Spelling Words Basic: <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i></p> <p>Challenge: <i>chose, wrote</i></p>	<p>Grammar Skill Questions</p> <ul style="list-style-type: none">What Is a Question?Writing Questions	<p>Writing Mode Write to Narrate: Sentences (Main Idea)</p> <p>Focus Trait Ideas</p>
17	<p>Main Selection The Big Trip Genre: Fantasy</p> <p>Paired Selection Lewis and Clark's Big Trip Genre: Informational Text</p> <p>Decodable Reader Selections At the Beach Who Will Teach Us? Plunk, Plunk The King's Song</p>	<ul style="list-style-type: none">Substitute Phonemes: MedialSubstitute Phonemes: Final	<p>Phonics</p> <ul style="list-style-type: none">Long e (CV, CVCe)Vowel Pairs ee, eaFinal ng, nk <p>Fluency Phrasing: Attention to Punctuation (Question Mark)</p>	<p><i>about</i> <i>by</i> <i>car</i> <i>could</i> <i>don't</i> <i>maybe</i> <i>sure</i> <i>there</i></p>	<p>Skill Compare and Contrast</p> <p>Strategy Visualize</p> <p>Author's Craft Dialogue</p> <p>Listening and Speaking Listen for Information</p>	<p>Vocabulary Strategies Classify and Categorize: Transportation Words</p> <p>Oral Vocabulary <i>complain, delighted, horizon, lonely, pleaded, shelter</i></p> <p>Selection Words <i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i></p>	<p>Spelling Principle Words with Long e</p> <p>Spelling Words Basic: <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i></p> <p>Challenge: <i>street, please</i></p>	<p>Grammar Skill Kinds of Sentences</p> <ul style="list-style-type: none">Statement or Question?Writing Statements and Questions	<p>Writing Mode Write to Narrate: Sentences (Details)</p> <p>Focus Trait Ideas</p>
18	<p>Main Selection Where Does Food Come From? Genre: Informational Text</p> <p>Paired Selection Jack and the Beanstalk Genre: Fairy Tale</p> <p>Decodable Reader Selections Ray Trains Dex Sweet Treats What Will We Do? Let's Eat</p>	<ul style="list-style-type: none">Substitute Phonemes: MedialSubstitute Phonemes: Final	<p>Phonics</p> <p>D1: Vowel Pairs ai, ay D3: Contractions 'll, 'd D4: Vowel Pairs ai, ay Phonograms -ay, -ain Contractions 'll, 'd</p> <p>Fluency Expression</p>	<p><i>first</i> <i>food</i> <i>ground</i> <i>right</i> <i>sometimes</i> <i>these</i> <i>under</i> <i>your</i></p>	<p>Skill Author's Purpose</p> <p>Strategy Summarize</p> <p>Author's Craft Predictable Text</p> <p>Listening and Speaking Give Directions</p>	<p>Vocabulary Strategies Multiple-Meaning Words</p> <p>Oral Vocabulary <i>disappointed, eagerly, fancy, scampered, slippery, spotted</i></p> <p>Selection Words <i>chocolate, favorite, paddies, vegetables</i></p>	<p>Spelling Principle Vowel Pairs ai, ay (long a)</p> <p>Spelling Words Basic: <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i></p> <p>Challenge: <i>paint, spray</i></p>	<p>Grammar Skill Names of Months, Days, Holidays</p> <ul style="list-style-type: none">Months, Days, HolidaysCommas in Dates	<p>Writing Mode Write to Narrate: Friendly Letter</p> <p>Focus Trait Sentence Fluency</p>

*Penmanship addressed with Phonics skill on Day 1.
**Formal lesson for Concepts of Print skill on Day 2.



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING		VOCABULARY	SPELLING	GRAMMAR	WRITING
19	<p>Main Selection Tomás Rivera Genre: Biography</p> <p>Paired Selection Life Then and Now Genre: Informational Text</p> <p>Decodable Reader Selections It Was Snow Fun Boat Rides Fun with Gram Rex Knows</p>	<ul style="list-style-type: none">Substitute Phonemes: MedialCombine, Segment Syllables	<p>Phonics</p> <ul style="list-style-type: none">Vowel Pairs oa, owContractions 've, 'rePhonograms -ow, -oatContractions 've, 're <p>Fluency Intonation</p>	<p>done great laugh paper soon talk were work</p>	<p>Skill Conclusions</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Descriptive Details</p> <p>Listening and Speaking Gather Information</p>		<p>Vocabulary Strategies Synonyms</p> <p>Oral Vocabulary <i>author, exactly, incomplete, permission, signature, welcomed</i></p> <p>Selection Words <i>Tomás Rivera, Texas, born, library, people, stories, family, teacher</i></p>	<p>Spelling Principle: Vowel Pairs oa, ow</p> <p>Spelling Words: Basic: <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i> Challenge: flown, toast</p>	<p>Grammar Skill Future Tense</p> <ul style="list-style-type: none">Future Using <i>will</i>Future Using <i>going to</i>	<p>Writing Mode Write to Narrate: Personal Narrative</p> <p>Focus Trait Organization</p>
20	<p>Main Selection Little Rabbit's Tale Genre: Folktale</p> <p>Paired Selection Silly Poems Genre: Readers' Theater</p> <p>Decodable Reader Selections Bedtime for Ray Pancake Ran A Springtime Rain Rosebud</p>	<ul style="list-style-type: none">Combine, Segment SyllablesRecognize Syllables	<p>Phonics</p> <ul style="list-style-type: none">Compound WordsShort Vowel /e/ea <p>Fluency Rate</p>	<p>door more mother old try use want wash</p>	<p>Skill Cause and Effect</p> <p>Strategy Infer/Predict</p> <p>Author's Craft Patterned Text</p> <p>Listening and Speaking Use Descriptive Language</p>		<p>Vocabulary Strategies Compound Words</p> <p>Oral Vocabulary <i>calf, flooded, meadow, rippled, swarm, wade</i></p> <p>Selection Words <i>apple, Beaver, Goose, happily ever after, oh, says, sky, told</i></p>	<p>Spelling Principle: Compound Words</p> <p>Spelling Words: Basic: <i>bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself</i> Challenge: <i>rowboat, homemade</i></p>	<p>Grammar Skill Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none">Prepositional Phrases for <i>where</i>Prepositional Phrases for <i>when</i>	<p>Writing Mode Write to Narrate: Personal Narrative</p> <p>Focus Trait Word Choice</p>
MAIN SELECTIONS					COMPREHENSION/ LISTENING/SPEAKING		VOCABULARY		GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA40: Healthy Habits Genre: Informational Text</p> <p>Student Magazine, p. RA44: Let's Move! Genre: Informational Text</p> <p>Student Magazine, p. RA48: Activity Central: "Word Power!"</p>				<p>Comprehension: Compare and Contrast Texts</p> <p>Listening and Speaking: Ask and Answer Questions</p>		<p>Vocabulary Strategies: Shades of Meaning</p>		<p>Grammar: Commands</p>	<p>Writing: Use Digital Tools in Writing</p>



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
21	<p>Main Selection The Tree Genre: Fantasy</p> <p>Paired Selection It Comes from Trees Genre: Informational Text</p> <p>Decodable Reader Selections Mark Shark Clark's Part At the Shore More Fun for Jake</p>	<ul style="list-style-type: none">• Substitute Vowel Sounds• Segment Syllables	<p>Phonics</p> <ul style="list-style-type: none">• r-Controlled Vowel <i>ar</i>• r-Controlled Vowels <i>or, ore</i>• Phonograms <i>-ar, -ore</i> <p>Fluency Phrasing: Natural Pauses</p>	<p><i>better</i> <i>night</i> <i>pretty</i> <i>saw</i> <i>thought</i> <i>told</i> <i>turned</i> <i>window</i></p>	<p>Skill Story Structure</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Repetition</p> <p>Listening and Speaking Monitor Understanding and Ask Questions</p>	<p>Vocabulary Strategies Prefix re-</p> <p>Oral Vocabulary <i>clever, clues, detectives, poked, sneaky, whispered</i></p> <p>Selection Words <i>awful, delivery, drooped, lemonade, llama, pleased, staked, stroked</i></p>	<p>Spelling Principle <i>r</i>-Controlled Vowel <i>ar</i></p> <p>Spelling Words Basic: <i>far, arm, yard, art, jar, bar, barn, bark, card, yarn</i> Challenge: <i>smart, chart</i></p>	<p>Grammar Skill Subject Pronouns</p> <ul style="list-style-type: none">• Pronouns That Name One• Pronouns That Name More Than One	<p>Writing Mode Write to Express: Sentences (Dialogue)</p> <p>Focus Trait Voice</p>
22	<p>Main Selection Amazing Animals Genre: Informational Text</p> <p>Paired Selection The Ugly Duckling Genre: Fairy Tale</p> <p>Decodable Reader Selections See the Birds A Bath for Mert Fox and Crow Meet Gert</p>	<ul style="list-style-type: none">• Substitute Vowel Sounds• Segment Syllables	<p>Phonics <i>r</i> -Controlled Vowels <i>er, ir, ur</i></p> <p>Fluency Accuracy: Connected Text</p>	<p><i>baby</i> <i>begins</i> <i>eight</i> <i>follow</i> <i>until</i> <i>years</i> <i>young</i></p>	<p>Skill Conclusions</p> <p>Strategy Visualize</p> <p>Author's Craft Word Choice: Names of Animals, Body Parts</p> <p>Listening and Speaking Participate in a Group Discussion</p>	<p>Vocabulary Strategies Using a Dictionary Entry</p> <p>Oral Vocabulary <i>misty, promised, receive, roamed, slender, sparkling</i></p> <p>Selection Words <i>amazing, camel, color, dolphin, polar bear, porcupine, toes</i></p>	<p>Spelling Principle <i>r</i>-Controlled Vowels <i>er, ir, ur</i></p> <p>Spelling Words Basic: <i>her, fern, girl, sir, stir, bird, fur, hurt, turn, third</i> Challenge: <i>curl, first</i></p>	<p>Grammar Skill The Pronoun <i>I</i></p> <ul style="list-style-type: none">• Naming Yourself Last• Naming Yourself with <i>I</i>	<p>Writing Mode Write to Express: Sentences (Vivid Verbs)</p> <p>Focus Trait Word Choice</p>
23	<p>Main Selection Whistle for Willie Genre: Realistic Fiction</p> <p>Paired Selection Pet Poems Genre: Poetry</p> <p>Decodable Reader Selections Look at This! Two Good Cooks Good Homes Big Problems</p>	<ul style="list-style-type: none">• Substitute Vowel Sounds• Segment Syllables	<p>Phonics</p> <ul style="list-style-type: none">• Vowel Digraph <i>oo</i> (sound in <i>book</i>)• Syllable Pattern (CVC) <p>Fluency Stress</p>	<p><i>again</i> <i>along</i> <i>began</i> <i>boy</i> <i>father</i> <i>house</i> <i>nothing</i> <i>together</i></p>	<p>Skill Cause and Effect</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Figurative Language</p> <p>Listening and Speaking Giving Important Information</p>	<p>Vocabulary Strategies Classify and Categorize Family Words</p> <p>Oral Vocabulary <i>accent, behave, gooey, siesta, sizzling, translated</i></p> <p>Selection Words <i>carton, empty, errand, grocery, happened, pocket, shadow, whirled</i></p>	<p>Spelling Principle Vowel Digraph <i>oo</i></p> <p>Spelling Words Basic: <i>look, book, good, hook, brook, took, foot, shook, wood, hood</i> Challenge: <i>crook, hoof</i></p>	<p>Grammar Skill Possessive Pronouns</p> <ul style="list-style-type: none">• Using <i>my, your, his, and her</i>• Using <i>mine, yours, his, and hers</i>	<p>Writing Mode Write to Express: Summary</p> <p>Focus Trait Organization</p>



UNIT 5: WATCH US GROW (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING		VOCABULARY	SPELLING	GRAMMAR	WRITING
24	<p>Main Selection A Butterfly Grows Genre: Narrative Nonfiction</p> <p>Paired Selection Best Friends Genre: Readers' Theater</p> <p>Decodable Reader Selections Moose's Tooth Moon News Boot's Clues Red Zed and Blue Stu</p>	<ul style="list-style-type: none">• Substitute Vowel Sounds• Segment Syllables	<p>Phonics</p> <ul style="list-style-type: none">• Vowel Digraphs/spelling Patterns: oo, ou, ew• More Spellings for /ōō/: ue, u, u_e <p>Fluency Expression</p>	<p><i>also</i> <i>anything</i> <i>flower</i> <i>kind</i> <i>places</i> <i>ready</i> <i>upon</i> <i>warm</i></p>	<p>Skill Sequence of Events</p> <p>Strategy Question</p> <p>Author's Craft Descriptive Details (Exact Adjectives, Verbs)</p> <p>Listening and Speaking Ask Questions and Make Connections</p>		<p>Vocabulary Strategies Multiple-Meaning Words</p> <p>Oral Vocabulary <i>completely, gentle, lonely, recognize, reflection, settle</i></p> <p>Selection Words <i>beautiful, butterfly, caterpillar, chrysalis, milkweed</i></p>	<p>Spelling Principle Vowel Digraphs oo, ou, ew</p> <p>Spelling Words Basic: <i>soon, new, noon, zoo, boot, too, moon, blew, soup, you</i></p> <p>Challenge: <i>grew, scoop</i></p>	<p>Grammar Skill Pronouns and Verbs</p> <ul style="list-style-type: none">• Pronouns and Action Verbs• Pronouns and be	<p>Writing Mode Write to Express: Story</p> <p>Focus Trait Ideas</p>
25	<p>Main Selection The New Friend Genre: Realistic Fiction</p> <p>Paired Selection Neighborhoods Genre: Informational Text</p> <p>Decodable Reader Selections Down on the Farm Scout and Count Dawn's Voice Shawn's Toys</p>	<ul style="list-style-type: none">• Substitute Vowel Sounds• Identify Syllables• Segment Syllables	<p>Phonics</p> <ul style="list-style-type: none">• Vowel Combinations ou, ow• Vowel Combinations oi, oy, au, aw <p>Fluency Phrasing: Attention to Punctuation</p>	<p><i>buy</i> <i>city</i> <i>family</i> <i>myself</i> <i>party</i> <i>please</i> <i>school</i> <i>seven</i></p>	<p>Skill Understanding Characters</p> <p>Strategy Summarize</p> <p>Author's Craft Word Choice: Signal Words</p> <p>Listening and Speaking Main Idea and Details</p>		<p>Vocabulary Strategies Synonyms with Introduction to Thesaurus</p> <p>Oral Vocabulary <i>blossom, ledge, lugging, shady, shallow, caverns</i></p> <p>Selection Words <i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i></p>	<p>Spelling Principle Vowel Combinations ou, ow</p> <p>Spelling Words Basic: <i>how, now, cow, owl, ouch, house, found, out, gown, town</i></p> <p>Challenge: <i>shout, power</i></p>	<p>Grammar Skill Contractions</p> <ul style="list-style-type: none">• Contractions with not• Contractions with Pronouns	<p>Writing Mode Write to Express: Story</p> <p>Focus Trait Sentence Fluency</p>
MAIN SELECTIONS		PHONICS/FLUENCY/ CONCEPTS OF PRINT		COMPREHENSION/ LISTENING/SPEAKING		VOCABULARY		GRAMMAR		WRITING
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA50: Marti Feels Proud Genre: Realistic Fiction</p> <p>Student Magazine, p. RA60: Activity Central: "What Am I?"</p> <p>Student Book, p. 141: The New Friend Genre: Realistic Fiction</p>		<p>Phonemic Awareness/ Phonics: Syllabication</p>		<p>Comprehension: Identify Who Is Telling the Story</p>		<p>Vocabulary Strategies: Define Words</p>		<p>Grammar:</p> <ul style="list-style-type: none">• Indefinite Pronouns• Commas in a Series	<p>Writing: Write a Good Ending</p>

*Penmanship addressed with Phonics skill on Day 1.
**Formal lesson for Concepts of Print skill on Day 2.

UNIT 6: THREE CHEERS FOR US!



LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
26	<p>Main Selection The Dot Genre: Realistic Fiction</p> <p>Paired Selection Artists Create Art! Genre: Biography</p> <p>Decodable Reader Selections Bears Hiding and Seeking Henry and Dad Go Camping Speedy and Chase</p>	<ul style="list-style-type: none">Substitute Vowel SoundsSegment Syllables	<p>Phonics</p> <ul style="list-style-type: none">Base Words/ Inflections -ed, -ing (CVCe, CVC)Long e Spelling Patterns y, ie <p>Fluency Accuracy: Self-Correct</p>	<p>above bear even pushed studied surprised teacher toward</p>	<p>Skill Compare and Contrast</p> <p>Strategy Monitor/Clarify</p> <p>Author's Craft Word Choice: Descriptive Details</p> <p>Listening and Speaking Describe Visuals</p>	<p>Vocabulary Strategies Figurative Language (Idioms)</p> <p>Oral Vocabulary field, magical, shrubbery, softly, universe, wondrous</p> <p>Selection Words blank, gazing, noticed, squiggle, straight, swirly</p>	<p>Spelling Principle: Base Words ending in -ed, -ing</p> <p>Spelling Words: Basic: mix, mixed, hop, hopped, hope, hoping, run, running, use, used Challenge: writing, grabbed</p>	<p>Grammar Skill Exclamations</p> <ul style="list-style-type: none">What Is an Exclamation?Writing Exclamations	<p>Writing Mode Write to Respond: Opinion Sentences</p> <p>Focus Trait Voice</p>
27	<p>Main Selection What Can You Do? Genre: Informational Text</p> <p>Paired Selection The Wind and the Sun Genre: Fable</p> <p>Decodable Reader Selections The Three Races Seed Sisters The Fox and the Grapes Jingle, Jangle, and Jiggle</p>	<ul style="list-style-type: none">Segment SyllablesIdentify Syllables	<p>Phonics</p> <ul style="list-style-type: none">Base Words/ Inflections -er, -est; change y to iSyllable -le <p>Fluency Intonation</p>	<p>always different enough happy high near once stories</p>	<p>Skill Text and Graphic Features</p> <p>Strategy Analyze/Evaluate</p> <p>Author's Craft Word Choice: Comparisons</p> <p>Listening and Speaking Listen Critically</p>	<p>Vocabulary Strategies Classify and Categorize: Emotion Words</p> <p>Oral Vocabulary cobweb, demanded, dreadful, grumbled, panted, terrified</p> <p>Selection Words binoculars, captain, computers, float, something</p>	<p>Spelling Principle: Base Words ending in -er, -est</p> <p>Spelling Words: Basic: hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner Challenge: shorter, shortest</p>	<p>Grammar Skill Kinds of Sentences</p> <ul style="list-style-type: none">Question or Exclamation?Three Kinds of Sentences	<p>Writing Mode Write to Respond: Opinion Sentences</p> <p>Focus Trait Sentence Fluency</p>
28	<p>Main Selection The Kite Genre: Fantasy</p> <p>Paired Selection Measuring Weather Genre: Informational Text</p> <p>Decodable Reader Selections Sally Jane and Beth Ann Ty and Big Gilly Bird Watching Benches</p>	<ul style="list-style-type: none">Segment SyllablesDelete a Phoneme	<p>Phonics</p> <ul style="list-style-type: none">Long i Spelling Patterns igh, y, ieBase Words/ Inflections -ed, -ing, -er, -est, -esPhonograms -ight, -y <p>Fluency Phrasing: Natural Pauses</p>	<p>across ball cried head heard large second should</p>	<p>Skill Story Structure</p> <p>Strategy Infer/Predict</p> <p>Author's Craft Word Choice: Emphasis</p> <p>Listening and Speaking Listen to Summarize</p>	<p>Vocabulary Strategies Homographs</p> <p>Oral Vocabulary assures, audience, chorus, determined, enthusiasm, stomped</p> <p>Selection Words junk, laughter, perhaps</p>	<p>Spelling Principle: Spelling Patterns igh, y, ie (long i)</p> <p>Spelling Words: Basic: my, try, sky, fly, by, dry, pie, cried, night, light Challenge: myself, brighter</p>	<p>Grammar Skill Adjectives</p> <ul style="list-style-type: none">Adjectives for Taste and SmellAdjectives for Sound and Texture	<p>Writing Mode Write to Respond: Opinion Sentences</p> <p>Focus Trait Word Choice</p>

*Penmanship addressed with Phonics skill on Day 1.
**Formal lesson for Concepts of Print skill on Day 2.



UNIT 6: THREE CHEERS FOR US! (CONTINUED)

LESSON	SELECTIONS	PHONEMIC AWARENESS	PHONICS/FLUENCY/ CONCEPTS OF PRINT	WORDS TO KNOW (HFW)	COMPREHENSION/ LISTENING/SPEAKING	VOCABULARY	SPELLING	GRAMMAR	WRITING
29	<p>Main Selection A Boat Disappears Genre: Mystery</p> <p>Paired Selection Busy Bugs Genre: Poetry</p> <p>Decodable Reader Selections Quiz Game Jack and the Beans Ruth's Day Stew for Peg</p>	<ul style="list-style-type: none">• Segment Syllables• Delete a Phoneme	<p>Phonics</p> <ul style="list-style-type: none">• Suffixes <i>-ful, -ly, -y</i>• Long Vowel Spelling Patterns: <i>a, e, i, o, u</i> <p>Fluency Expression</p>	<p><i>almost</i> <i>any</i> <i>behind</i> <i>gone</i> <i>happened</i> <i>hello</i> <i>idea</i> <i>leaves</i></p>	<p>Skill Cause and Effect</p> <p>Strategy Visualize</p> <p>Author's Craft Dialogue</p> <p>Listening and Speaking Give a Report</p>	<p>Vocabulary Strategies Prefix <i>un-</i></p> <p>Oral Vocabulary <i>corner, disguised, mystery, seriously, signs, solve</i></p> <p>Selection Words <i>anyway, disappeared, helpful, inspector, sailed, solved, yummy</i></p>	<p>Spelling Principle Suffixes <i>-ly, -y, -ful</i></p> <p>Spelling Words Basic: <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i></p> <p>Challenge: <i>quickly, hopeful</i></p>	<p>Grammar Skill Adverbs</p> <ul style="list-style-type: none">• Adverbs for How and Where• Adverbs for When and How Much	<p>Writing Mode Write to Respond: Opinion Paragraph</p> <p>Focus Trait Ideas</p>
30	<p>Main Selection Winners Never Quit! Genre: Narrative Nonfiction</p> <p>Paired Selection Be a Team Player Genre: Informational Text</p> <p>Decodable Reader Selections Amy Ant Julie and Jason Home at Last Soccer</p>	<ul style="list-style-type: none">• Segment Syllables	<p>Phonics</p> <ul style="list-style-type: none">• Syllabication (CV)• Prefixes <i>un-, re-</i> <p>Fluency Rate: Adjust Reading Rate to Purpose</p>	<p><i>brothers</i> <i>everyone</i> <i>field</i> <i>loved</i> <i>most</i> <i>only</i> <i>people</i> <i>sorry</i></p>	<p>Skill Understanding Characters</p> <p>Strategy Summarize</p> <p>Author's Craft Onomatopoeia</p> <p>Listening and Speaking Make an Announcement</p>	<p>Vocabulary Strategies Suffix <i>-ly</i></p> <p>Oral Vocabulary <i>mightiest, show-off, waste, wild, wobble, careful</i></p> <p>Selection Words <i>already, dribbled, goalie, rather</i></p>	<p>Spelling Principle Syllable Pattern CV</p> <p>Spelling Words Basic: <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i></p> <p>Challenge: <i>because, silent</i></p>	<p>Grammar Skill Adjectives That Compare</p> <ul style="list-style-type: none">• Adjectives with <i>er</i> and <i>est</i>• Using the Right Adjective	<p>Writing Mode Write to Respond: Opinion Paragraph</p> <p>Focus Trait Organization</p>
MAIN SELECTIONS		COMPREHENSION				GRAMMAR/WRITING		GRAMMAR	WRITING
EXTENDING THE COMMON CORE	<p>Student Magazine, p. RA50: The Heroes Behind the Heroes Genre: Biography</p> <p>Student Magazine, p. RA72: Activity Central: "On the Right Track!"</p>				<p>Comprehension: Describe Connections Between Individuals</p> <p>Comprehension: Use Electronic Menus and Icons</p>			<p>Grammar: Determiners</p> <p>Grammar: Compound Sentences</p>	<p>Writing: Write a Strong Beginning</p>

*Penmanship addressed with Phonics skill on Day 1.
**Formal lesson for Concepts of Print skill on Day 2.