



**into Reading™**

# **Scope and Sequence of Skill Instruction**

GRADE 1

# Nice to Meet You!

**Essential Question** How can making new friends and learning new things help us?



**BIG IDEA WORDS** challenge, emotions, friendship  
**INQUIRY AND RESEARCH PROJECT** “Celebrate Us!” Profiles  
**PERFORMANCE TASK** Narrative

WEEK 1

WEEK 2

	READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP	
WEEK 1	<p><b>Big Book</b>  <i>Pete the Cat: Rocking in My School Shoes</i> by Eric Litwin  <b>GENRE:</b> Fantasy</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>My First Day</i>  <b>GENRE:</b> Realistic Fiction</li> <li>• <i>Try This!</i> by Pam Muñoz Ryan  <b>GENRE:</b> Narrative Nonfiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Elements of Poetry</li> <li>• Ask and Answer Questions</li> <li>• Author’s Purpose</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Collaborative Conversations</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Caption</li> </ul>	<p><b>Oral Power Words</b> favorite, furry, goodness, hall, library, noisy</p> <p><b>Power Words</b> enjoy, excited, great, nervous, new, try</p> <p><b>Generative Vocabulary</b>                      Words About Feelings</p> <p><b>Vocabulary Strategy</b>                      Classify and Categorize</p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Segment Syllables, Onset/Rime</li> <li>• Alliteration; Isolate Phonemes</li> <li>• Blend Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonants m, s, t, b</li> <li>• Short a</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• go, is, like, see, the, this, to, we</li> <li>• Decodable: am, at</li> </ul> <p><b>Spelling</b>  <b>Short a</b></p> <ul style="list-style-type: none"> <li>• Basic Words: am, at, bat, mat, Sam, sat</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• <i>The Mat</i></li> <li>• <i>Sam at Bat</i></li> <li>• <i>Tab at Bat</i></li> <li>• <i>Tam at Bat</i></li> </ul>	<p><b>Writing Mode: Narrative</b>  <b>Form: Oral Story</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>Ralph Tells a Story</i> by Abby Hanlon</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Finding a Topic</li> <li>• Beginning Oral Storytelling</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Common Nouns: People and Animals</b></p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Words that Name People</li> <li>• Words that Name Animals</li> <li>• Spiral Review: Proper Nouns and Capitalization</li> <li>• Connecting to Writing: Using Nouns</li> </ul>
WEEK 2	<p><b>Read Aloud Book</b>  <i>You Will Be My Friend!</i> by Peter Brown  <b>GENRE:</b> Fantasy</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>My School Trip</i> by Aly G. Mays  <b>GENRE:</b> Realistic Fiction</li> <li>• <i>A Kids’ Guide to Friends</i> by Trey Amico  <b>GENRE:</b> Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Monitor and Clarify</li> <li>• Author’s Purpose</li> <li>• Make Inferences</li> <li>• Central Idea</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a List</li> <li>• Write an Opinion</li> </ul>	<p><b>Oral Power Words</b> accept, calm, happened, introduce, ridiculous, search</p> <p><b>Power Words</b> kinds, last, partner, together, trip, wished</p> <p><b>Generative Vocabulary</b>                      Inflection -ed</p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blend Phonemes</li> <li>• Segment Onset/Rime</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonants n, d, p, c /k/</li> <li>• Short a</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• a, first, good, had, he, I, my, was</li> <li>• Decodable: an, can, man</li> </ul> <p><b>Spelling</b>  <b>Short a</b></p> <ul style="list-style-type: none"> <li>• Basic Words: an, bad, can, cat, nap, pan</li> <li>• Review Words: am, at, bat, sat</li> <li>• Challenge Words: lamp, trap</li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Dan Can Tap, Tap, Tap</i></li> <li>• <i>Tab Can Tap, Tap, Tap</i></li> <li>• <i>Map Nap</i></li> <li>• <i>Can Tab Nap?</i></li> </ul>	<p><b>Writing Mode: Narrative</b>  <b>Form: Oral Story</b></p> <ul style="list-style-type: none"> <li>• Telling and Listening to Stories I</li> <li>• Telling and Listening to Stories II</li> <li>• Prewriting: A Written Class Story</li> <li>• Drafting I: Developing the Class Story</li> <li>• Drafting II: Assessing the Story</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Common Nouns: Places and Things</b></p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Words that Name Places</li> <li>• Words that Name Things</li> <li>• Spiral Review: Review Nouns</li> <li>• Connecting to Writing: Using Nouns</li> </ul>

# Nice to Meet You!

**Essential Question** How can making new friends and learning new things help us?



**BIG IDEA WORDS** challenge, emotions, friendship  
**INQUIRY AND RESEARCH PROJECT** “Celebrate Us!” Profiles  
**PERFORMANCE TASK** Narrative

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Suki's Kimono* by Chieri Uegaki

**GENRE:** Realistic Fiction

### myBook

- *Big Dilly's Tale* by Gail Carson Levine

**GENRE:** Fairy Tale

- *I'm Me* by The FuZees

**GENRE:** Song

### Comprehension

- Characters
- Ask and Answer Questions

### Response to Text

- Write a Description

## VOCABULARY

**Oral Power Words** *approve, copied, flutter, folds, grumbled, quivered, swayed, weird*

**Power Words** *beautiful, changed, chilly, paddled, ugly*

### Generative Vocabulary

Inflection -ed

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Describe

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Alliteration; Segment Phonemes
- Blend Phonemes
- Segment Phonemes
- Isolate Phonemes: Identify Vowel

### Phonics

- Consonants *r, f, s /z/*; Short *i*
- Inflection -s

### High-Frequency Words

- *and, find, for, just, many, one, she, then*
- Decodable: *as, if, in, is, it*

### Spelling

#### Short *i*

- Basic Words: *fit, him, is, it, pin, sip*
- Review Words: *an, cat, nap, pan*
- Challenge Words: *rich, spin*

### Fluency

Phrasing

### Start Right Reader Texts

- *Tim and Pam*
- *Dab, Dab, Dab!*
- *Tin Cans Tip!*
- *Fin*

## WRITING WORKSHOP

### Writing Mode: Narrative

#### Form: Oral Story

- Revising I: Adding Detail
- Revising II: Finding the Right Words
- Editing: Capitalizing Proper Nouns
- Publishing
- Sharing

### Grammar

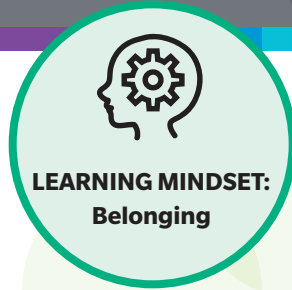
#### Skill: Action Verbs

- Action Verbs
- Action Words in the Present
- Using Action Words
- Spiral Review: Review Possessive Pronouns
- Connecting to Writing: Using Action Verbs



# My Family, My Community

**Essential Question** How does everyone in my family and community make them special?



**BIG IDEA WORDS** area, population, working  
**INQUIRY AND RESEARCH PROJECT** Our Community News  
**PERFORMANCE TASK** Informational Text

WEEK 1

WEEK 2

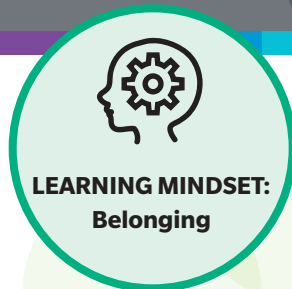
READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b>  <i>Whose Hands Are These?</i> by Miranda Paul  <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Kids Speak Up!</i>  <b>GENRE:</b> Opinion Writing</li> <li><i>Dan Had a Plan</i> by Wong Herbert Yee  <b>GENRE:</b> Realistic Fiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ideas and Support</li> <li>Text Organization</li> <li>Retell</li> <li>Setting</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Social Communication</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Plan</li> </ul>	<p><b>Oral Power Words</b> <i>belong, gifted, persists, sketch, smeared, toiled</i></p> <p><b>Power Words</b> <i>help, market, mess, neighbors, sell, set</i></p> <p><b>Generative Vocabulary</b>                      Words About Places and Things</p> <p><b>Vocabulary Strategy</b>                      Antonyms</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Onset/Rime</li> <li>Blend Phonemes</li> <li>Segment Onset/Rime</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Consonants <i>g, k</i></li> <li>Review Short <i>a, i</i></li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>are, buy, little, said, too, up, will, you</i></li> <li>Decodable: <i>big, did, its, ran, sit</i></li> </ul> <p><b>Spelling</b>                      Short <i>i</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>big, did, dig, in, pig, sit</i></li> <li>Review Words: <i>fit, it, pin, sip</i></li> <li>Challenge Words: <i>fish, ship</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Cab, Cab!</i></li> <li><i>Go, Big Cab!</i></li> <li><i>A Big Pit</i></li> <li><i>Big Pat</i></li> </ul>	<p><b>Writing Mode: Informational Text</b>  <b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Nana in the City</i> by Lauren Castillo</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Planning a Descriptive Essay</li> </ul> <p><b>Grammar</b>  <b>Skill: Adjectives: Size and Shape; Articles</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adjectives for Size and Shape</li> <li>Using Articles</li> <li>Spiral Review: Action Verbs</li> <li>Connecting to Writing: Using Adjectives and Articles</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT
	<p><b>Language Function</b> Recount Information</p>		

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Read Aloud Book</b>  <i>Maybe Something Beautiful</i> by F. Isabel Campoy and Theresa Howell  <b>GENRE:</b> Realistic Fiction</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>On the Map!</i> by Lisa Fleming  <b>GENRE:</b> Informational Text</li> <li><i>Places in My Neighborhood</i> by Shelly Lyons  <b>GENRE:</b> Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Setting</li> <li>Summarize</li> <li>Text Features</li> <li>Make Connections</li> <li>Content-Area Words</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write Directions</li> <li>Write a Description</li> </ul>	<p><b>Oral Power Words</b> <i>canvas, decorated, dipped, gazed, gloom, heart</i></p> <p><b>Power Words</b> <i>clinic, community, map, places, purpose, town</i></p> <p><b>Generative Vocabulary</b>                      Words About Places and Things</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Alliteration; Isolate Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Consonants <i>l, h</i>; Short <i>o</i></li> <li>Review Short <i>a, i, o</i></li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>do, live (v.), of, our, wants, what, with, your</i></li> <li>Decodable: <i>got, had, has, him, his, not</i></li> </ul> <p><b>Spelling</b>                      Short <i>o</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>hot, hop, log, not, on, top</i></li> <li>Review Words: <i>big, dig, pig, sit</i></li> <li>Challenge Words: <i>block, shop</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Tap, Bam! Rip! Bam!</i></li> <li><i>A Map</i></li> <li><i>Dot Is on It!</i></li> <li><i>Hop on It, Dot!</i></li> </ul>	<p><b>Writing Mode: Informational Text</b>  <b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>Drafting I: Elements of a Descriptive Essay</li> <li>Drafting II: Using Sensory Words</li> <li>Drafting III: Adding Art</li> <li>Revising I: Grouping</li> <li>Revising II: Incorporating Feedback</li> </ul> <p><b>Grammar</b>  <b>Skill: Adjectives: Color and Number</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adjectives for Color</li> <li>Adjectives for Number</li> <li>Spiral Review: Subject Pronouns</li> <li>Connecting to Writing: Using Adjectives for Color and Number</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT
	<p><b>Language Function</b> Compare and Contrast</p>		



# My Family, My Community

**Essential Question** How does everyone in my family and community make them special?



**BIG IDEA WORDS** area, population, working  
**INQUIRY AND RESEARCH PROJECT** Our Community News  
**PERFORMANCE TASK** Informational Text

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Abuela* by Arthur Dorros

**GENRE:** Fantasy

### myBook

- *Who Put the Cookies in the Cookie Jar?* by George Shannon

**GENRE:** Informational Text

- *Curious About Jobs*

**GENRE:** Video

### Comprehension

- Setting
- Ask and Answer Questions
- Text Organization
- Content-Area Words

### Response to Text

- Write a Thank-You Note

## VOCABULARY

**Oral Power Words** close, docked, harbor, pointing, unload

**Power Words** against, churn, drive, heal, spoon, stock

### Generative Vocabulary

Words About Actions and Directions

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Classify

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Isolate Phonemes
- Isolate, Segment Phonemes
- Isolate Phonemes: Identify Vowel

### Phonics

- Consonants *w, j, y, v*; Short *u*
- Review Short *i, o, u*

### High-Frequency Words

- *about, eat, how, make, out, put, takes, who*
- Decodable: *but, cut, on, run, up, us*

### Spelling

#### Short *u*

- Basic Words: *bug, hug, mud, nut, tub, up*
- Review Words: *hop, hot, log, not*
- Challenge Words: *bathtub, puppy*

**Fluency** Accuracy and Self-Correction

### Start Right Reader Texts

- *Wags, Wags, Wags!*
- *Yip! Yap!*
- *Mud Pup*
- *Bad Pup, Wags!*

## WRITING WORKSHOP

### Writing Mode: Informational Text

#### Form: Descriptive Essay

- Revising III: Capitalization
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Sharing
- Publishing

### Grammar

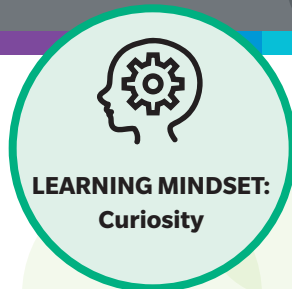
#### Skill: Complete Sentences

- Complete Sentences
- Forming Complete Sentences
- Complete and Incomplete Sentences
- Spiral Review: Review Adjectives and Articles
- Connecting to Writing: Using Complete Sentences



# Amazing Animals

**Essential Question** How do animals' bodies help them?



**BIG IDEA WORDS** camouflage, characteristics, mammal  
**INQUIRY AND RESEARCH PROJECT** Animal Copycats Inventions  
**PERFORMANCE TASK** Informational Text

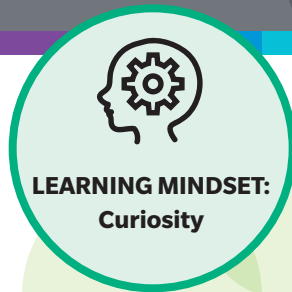
WEEK 1

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b>  <i>Best Foot Forward</i> by Ingo Arndt  <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Animal Q &amp; A</i>  <b>GENRE:</b> Informational Text</li> <li>• <i>The Nest</i> by Carole Roberts  <b>GENRE:</b> Realistic Fiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Ask and Answer Questions</li> <li>• Story Structure</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Journal Entry</li> </ul>	<p><b>Oral Power Words</b> hunts, propel, sinking, spring, stubby</p> <p><b>Power Words</b> empty, exclaimed, soon, surprise, twigs, warm</p> <p><b>Generative Vocabulary</b>                      Words About Time and Position</p> <p><b>Vocabulary Strategy</b> Synonyms</p> <hr/> <p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Seek Information</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Isolate, Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonants qu, x, z; Short e</li> <li>• Review Short e, i, o, u</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• day, every, fly, have, look, made, they, write</li> <li>• Decodable: get, let, red, six, ten, yes</li> </ul> <p><b>Spelling</b>  <b>Short e</b></p> <ul style="list-style-type: none"> <li>• Basic Words: hen, leg, pen, web, wet, yet</li> <li>• Review Words: bug, mud, nut, tub</li> <li>• Challenge Words: messy, went</li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• Run, Hens, Run!</li> <li>• Run, Rex!</li> <li>• Get Red Hen</li> <li>• Fox in a Fix!</li> </ul>	<p><b>Writing Mode: Informational Text</b>  <b>Form: Research Essay</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>Giraffes</i> by Kate Riggs</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Researching a Topic</li> </ul> <p><b>Grammar</b>  <b>Skill: Sentence Parts</b></p> <ul style="list-style-type: none"> <li>• Sentence Parts</li> <li>• The Naming Part</li> <li>• The Action Part</li> <li>• Spiral Review: Adjectives</li> <li>• Connecting to Writing: Using Sentence Parts Correctly</li> </ul>
<p><b>Read Aloud Book</b>  <i>Whose Eye Am I?</i> by Shelley Rotner  <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Blue Bird and Coyote</i> by James Bruchac  <b>GENRE:</b> Folktale</li> <li>• <i>Have You Heard the Nesting Bird?</i> by Rita Gray  <b>GENRE:</b> Narrative Nonfiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text Organization</li> <li>• Create Mental Images</li> <li>• Point of View</li> <li>• Monitor and Clarify</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Story Ending</li> <li>• Write a Story</li> </ul>	<p><b>Oral Power Words</b> experts, lenses, pupils, sharp, sheds, swivel</p> <p><b>Power Words</b> dull, once, shingle, shriek, stroll, thank</p> <p><b>Generative Vocabulary</b>                      Words About Time and Position</p> <hr/> <p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Analyze</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify, Produce Rhyme</li> <li>• Isolate Phonemes: Identify Vowel</li> <li>• Isolate, Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Double Final Consonants</li> <li>• Consonants ck /k/</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• all, down, four, from, her, now, saw, went</li> <li>• Decodable: back, off, pick, tell, well, will</li> </ul> <p><b>Spelling</b>  <b>Double Final Consonants</b></p> <ul style="list-style-type: none"> <li>• Basic Words: egg, grass, miss, tell, well, will</li> <li>• Review Words: leg, web, wet, yet</li> <li>• Challenge Words: game, these</li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• Big, Big Bus</li> <li>• Jobs, Jobs, Jobs</li> <li>• Vets Get Pets Well</li> <li>• Fun Kid Jobs</li> </ul>	<p><b>Writing Mode: Informational Text</b>  <b>Form: Research Essay</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Elements of an Informational Text</li> <li>• Drafting II: Integrating Research</li> <li>• Drafting III: Adding Art</li> <li>• Drafting IV: Adding Text Features</li> <li>• Revising I: Grouping</li> </ul> <p><b>Grammar</b>  <b>Skill: Statements</b></p> <ul style="list-style-type: none"> <li>• Statements</li> <li>• Forming Statements</li> <li>• Writing Statements</li> <li>• Spiral Review: Nouns</li> <li>• Connecting to Writing: Using Statements</li> </ul>

# Amazing Animals

**Essential Question** How do animals' bodies help them?



**BIG IDEA WORDS** camouflage, characteristics, mammal

**INQUIRY AND RESEARCH PROJECT** Animal Copycats Inventions

**PERFORMANCE TASK** Informational Text

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Ol' Mama Squirrel* by David Ezra Stein

**GENRE:** Fantasy

### myBook

- *Step-by-Step Advice from the Animal Kingdom* by Steve Jenkins and Robin Page

**GENRE:** Procedural Text

- *Beaver Family* from National Geographic Kids

**GENRE:** Video

### Comprehension

- Story Structure
- Summarize
- Text Organization
- Chronological Order

### Response to Text

- Write a Fact

## VOCABULARY

**Oral Power Words** *clenched, limit, mark, pelted, puny, raised, scold*

**Power Words** *circling, herd, predators, prey, school*

**Generative Vocabulary** Inflection *-ing*

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Sequence

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Alliteration: Digraphs
- Blend Phonemes
- Isolate, Segment Phonemes

### Phonics

- Consonant Digraph *sh*
- Review *s, sh*

### High-Frequency Words

- *by, call, could, know, some, there, were, would*
- Decodable: *fish, hot, wish*

### Spelling

#### Consonant Digraph *sh*

- Basic Words: *dash, fish, rush, ship, shop, wish*
- Review Words: *grass, miss, tell, will*
- Challenge Words: *shape, shoe*

### Fluency

Phrasing

### Start Right Reader Texts

- *Pet Wish*
- *Pet Ducks Quack*
- *Ten Pet Hens*
- *Six Pet Fish*

## WRITING WORKSHOP

### Writing Mode: Informational Text

#### Form: Research Essay

- Revising II: Singular and Plural Nouns
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

### Grammar

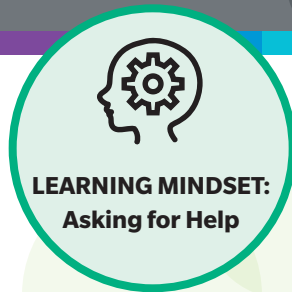
#### Skill: Singular and Plural Nouns

- Singular and Plural Nouns
- One and More than One
- Special Plural Nouns
- Spiral Review: Complete Sentences
- Connecting to Writing: Using Singular and Plural Nouns



# Better Together

**Essential Question** Why is it important to do my best and get along with others?



**BIG IDEA WORDS** *courtesy, honest, sport*  
**INQUIRY AND RESEARCH PROJECT** Get Healthy Games  
**PERFORMANCE TASK** Informational Text

WEEK 1

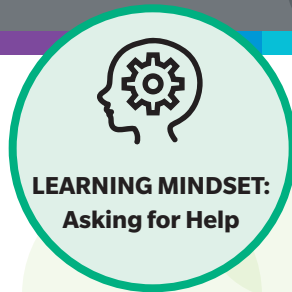
WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b> <i>Baseball Hour</i> by Carol Nevius <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Good Sports</i> <b>GENRE:</b> Opinion Writing</li> <li>• <i>Goal!</i> by Jane Medina <b>GENRE:</b> Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Ideas and Support</li> <li>• Central Idea</li> <li>• Evaluate</li> <li>• Point of View</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Give and Follow Instructions</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write Game Rules</li> </ul>	<p><b>Oral Power Words</b> <i>bend, drills, field, jog, pace, twist</i></p> <p><b>Power Words</b> <i>coach, equipment, fan, goal, rules, team</i></p> <p><b>Generative Vocabulary</b> Compound Words</p> <p><b>Vocabulary Strategy</b> Context Clues</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Alliteration: Digraphs</li> <li>• Blend Phonemes</li> <li>• Segment Phonemes</li> <li>• Manipulate Phonemes: Change</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonant Digraph <i>ch</i></li> <li>• Review <i>ch, sh</i></li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>be, here, me, play, started, today, use, very</i></li> <li>• Decodable: <i>much, such</i></li> </ul> <p><b>Spelling</b></p> <p><b>Consonant Digraph <i>ch</i></b></p> <ul style="list-style-type: none"> <li>• Basic Words: <i>chick, chin, chip, chop, much, rich</i></li> <li>• Review Words: <i>rush, ship, shop, wish</i></li> <li>• Challenge Words: <i>boy, girl</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Chop, Chop! Mix, Mix!</i></li> <li>• <i>Chick Jam, Chick Dip</i></li> <li>• <i>Rush, Chick!</i></li> <li>• <i>Chick Quits</i></li> </ul>	<p><b>Writing Mode: Informational Text</b> <b>Form: Procedural Text</b></p> <p>Introducing the Focal Text: <i>Do Unto Otters</i> by Laurie Keller</p> <ul style="list-style-type: none"> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Prepositions and Prepositional Phrases</b></p> <ul style="list-style-type: none"> <li>• Prepositions and Prepositional Phrases</li> <li>• Prepositions for Where</li> <li>• Prepositions for When</li> <li>• Spiral Review: Statements</li> <li>• Connecting to Writing: Using Prepositions and Prepositional Phrases</li> </ul>
READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Read Aloud Book</b> <i>Pelé, King of Soccer</i> by Monica Brown <b>GENRE:</b> Biography</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Get Up and Go!</i> by Rozanne Lanczak Williams <b>GENRE:</b> Informational Text</li> <li>• <i>Brontorina</i> by James Howe <b>GENRE:</b> Fantasy</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Synthesize</li> <li>• Text Features</li> <li>• Retell</li> <li>• Characters</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write an Opinion</li> <li>• Write Game Directions</li> </ul>	<p><b>Oral Power Words</b> <i>afford, champions, match, opponent, professional, spreading</i></p> <p><b>Power Words</b> <i>body, excuse, exercise, guy, hero, well</i></p> <p><b>Generative Vocabulary</b> Compound Words</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Segment, Count Phonemes</li> <li>• Manipulate Phonemes: Add, Change</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonant Digraphs <i>th, wh</i>; Trigraph <i>-tch</i></li> <li>• Inflections <i>-s, -es</i></li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>jump, right, say, their, walk, way, where, why</i></li> <li>• Decodable: <i>that, them, then, this, when which</i></li> </ul> <p><b>Spelling</b></p> <p><b>Consonant Digraphs <i>th, wh</i></b></p> <ul style="list-style-type: none"> <li>• Basic Words: <i>that, then, this, which, whip, with</i></li> <li>• Review Words: <i>chick, chin, much, rich</i></li> <li>• Challenge Words: <i>think, wheel</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Chicks Hatch</i></li> <li>• <i>Ducks Hatch</i></li> <li>• <i>Dogs</i></li> <li>• <i>Foxes</i></li> </ul>	<p><b>Writing Mode: Informational Text</b> <b>Form: Procedural Text</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Elements of a Procedural Text</li> <li>• Drafting II: Choosing the Right Words</li> <li>• Drafting III: Adding Art</li> <li>• Revising I: Time Order Words</li> <li>• Revising II: Grouping</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Proper Nouns</b></p> <ul style="list-style-type: none"> <li>• Proper Nouns and Capitalization</li> <li>• Names for People, Animals, Places, and Things</li> <li>• Titles of People</li> <li>• Spiral Review: Exclamations</li> <li>• Connecting to Writing: Using Proper Nouns</li> </ul>



# Better Together

**Essential Question** Why is it important to do my best and get along with others?



**BIG IDEA WORDS** *courtesy, honest, sport*  
**INQUIRY AND RESEARCH PROJECT** Get Healthy Games  
**PERFORMANCE TASK** Informational Text

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*The Great Ball Game* by Joseph Bruchac

**GENRE:** Folktale

### myBook

- *If You Plant a Seed* by Kadir Nelson

**GENRE:** Fantasy

- *Color Your World with Kindness* from BetterWorldians Foundation

**GENRE:** Video

### Comprehension

- Point of View
- Make Connections
- Theme
- Central Idea

### Response to Text

- Write a Book Report

## VOCABULARY

**Oral Power Words** *dusk, jeered, penalty, quarrel, stumbled*

**Power Words** *fruits, heap, seed, short, trouble*

### Generative Vocabulary

Suffixes *-er, -est*

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Justify

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Segment, Count Phonemes

### Phonics

- Initial Blends with s
- Review *sh, th, st*

### High-Frequency Words

- *after, before, does, don't, grow, into, no, wash*
- Decodable: *spell, still, stop, than, with*

### Spelling

#### Initial Blends with s

- Basic Words: *slid, spit, split, step, stop, strap*
- Review Words: *that, this, which, whip*
- Challenge Words: *slide, stick*

#### Fluency Reading Rate

#### Start Right Reader Texts

- *Hill Cats*
- *Kids Skip*
- *Up Hills*
- *Sleds Slip*

## WRITING WORKSHOP

### Writing Mode: Informational Text

#### Form: Procedural Text

- Revising III: Clarity and Precision
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

### Grammar

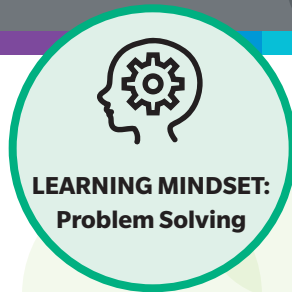
#### Skill: Commands

- Commands
- Commands with *That, This, Those*
- Commands with *That, These, Those*
- Spiral Review: Kinds of Sentences
- Connecting to Writing: Using Commands



# Now You See It, Now You Don't

**Essential Question** Why do light and dark come and go?



**BIG IDEA WORDS** orbit, period, solar  
**INQUIRY AND RESEARCH PROJECT** Investigate Shadows  
**PERFORMANCE TASK** Narrative Writing

WEEK 1

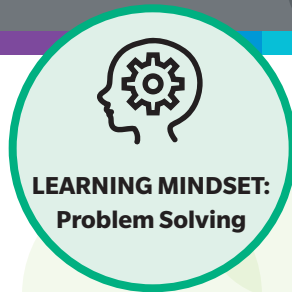
READING WORKSHOP	VOCABULARY		FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b>  <i>On Earth</i> by G. Brian Karas  <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Super Shadows!</i>  <b>GENRE:</b> Informational Text</li> <li>• <i>The Black Rabbit</i> by Philippa Leathers  <b>GENRE:</b> Fantasy</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Make Inferences</li> <li>• Story Structure</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>• Digital Tools</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Description</li> </ul>	<p><b>Oral Power Words</b> gravity, revolve, rolls, sweep, tilts, universe</p> <p><b>Power Words</b> blackout, busy, huddled, idea, normal, still</p> <p><b>Generative Vocabulary</b>                  Suffixes -er, -est</p> <p><b>Vocabulary Strategy</b>                  Reference Sources</p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Manipulate Phonemes: Add</li> <li>• Segment, Count Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Initial Blends with <i>l</i></li> <li>• Review <i>st, sl, fl, cl</i></li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• around, came, come, found, other, people, two, worked</li> <li>• Decodable: black</li> </ul> <p><b>Spelling</b>  <b>Initial Blends with <i>l</i></b></p> <ul style="list-style-type: none"> <li>• Basic Words: clap, club, flag, flap, slam, sled</li> <li>• Review Words: slid, spit, step, stop</li> <li>• Challenge Words: flower, tube</li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• Red Hen Skit</li> <li>• Bags, Blocks, and Rugs</li> <li>• Skit Jobs</li> <li>• Skit Day</li> </ul>	<p><b>Writing Mode: Narrative</b>  <b>Form: Imaginative Story</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>Why the Sun and the Moon Live in the Sky</i> by Elphinstone Dayrell</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b>  <b>Skill: Subjects and Verbs</b></p> <ul style="list-style-type: none"> <li>• Subjects and Verbs</li> <li>• Subject and Verb Agreement</li> <li>• Verbs with -s</li> <li>• Spiral Review: Singular and Plural Nouns</li> <li>• Connecting to Writing: Using Subjects and Verbs</li> </ul>

WEEK 2

READING WORKSHOP	VOCABULARY		FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Read Aloud Book</b>  <i>How Do You Know It's Winter?</i> by Ruth Owen  <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Day and Night</i> by Margaret Hall  <b>GENRE:</b> Informational Text</li> <li>• <i>The Best Season</i> by Nina Crews  <b>GENRE:</b> Opinion Writing</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Make and Confirm Predictions</li> <li>• Make Connections</li> <li>• Ideas and Support</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write an Explanation</li> <li>• Write an Opinion</li> </ul>	<p><b>Oral Power Words</b> arrives, avoid, bare, blanket, hidden, nears</p> <p><b>Power Words</b> faces, fades, pattern, seasons, shines, weather</p> <p><b>Generative Vocabulary</b>                  Inflection -s</p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Manipulate Phonemes: Delete</li> <li>• Segment, Count Phonemes</li> <li>• Manipulate Phonemes: Add</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Initial Blends with <i>r</i></li> <li>• Compound Words</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• again, away, because, cold, fall, full, or, pretty</li> </ul> <p><b>Spelling</b>  <b>Initial Blends with <i>r</i></b></p> <ul style="list-style-type: none"> <li>• Basic Words: drip, drum, grin, scrub, trap, trip</li> <li>• Review Words: clap, club, flap, sled</li> <li>• Challenge Words: branch, try</li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• Red, Red, Red</li> <li>• Big Crops</li> <li>• Fetch, Dash, Dig</li> <li>• Red, Red Sunset</li> </ul>	<p><b>Writing Mode: Narrative</b>  <b>Form: Imaginative Story</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Elements of an Imaginative Narrative</li> <li>• Drafting II: Choosing the Right Words</li> <li>• Drafting III: Adding Art</li> <li>• Revising I: Pronouns</li> <li>• Revising II: Grouping</li> </ul> <p><b>Grammar</b>  <b>Skill: Verbs and Time</b></p> <ul style="list-style-type: none"> <li>• Verbs and Time</li> <li>• Verbs with -ed</li> <li>• Present and Past Time</li> <li>• Spiral Review: Sentence Parts</li> <li>• Connecting to Writing: Using Present and Past Tense Verbs</li> </ul>

# Now You See It, Now You Don't

**Essential Question** Why do light and dark come and go?



**BIG IDEA WORDS** orbit, period, solar

**INQUIRY AND RESEARCH PROJECT** Investigate Shadows

**PERFORMANCE TASK** Narrative Writing

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Oscar and the Moth* by Geoff Waring

**GENRE:** Narrative Nonfiction

### myBook

- *What Are You Waiting For?* by Scott Menchin

**GENRE:** Fantasy

- *I'm So Hot from StoryBots*

**GENRE:** Song

### Comprehension

- Central Idea
- Make and Confirm Predictions
- Theme

### Response to Text

- Write a Riddle

## VOCABULARY

**Oral Power Words** *creatures, reaching, shivering, starry, swooping*

**Power Words** *able, groan, wait, wasted, worth*

### Generative Vocabulary

Suffixes -y, -ful

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Agree and Disagree

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Segment, Count Phonemes
- Manipulate Phonemes: Change

### Phonics

- Final Blends
- Inflection -ed

### High-Frequency Words

- *any, done, laugh, long, more, pull, teacher, think*
- Decodable: *and, ask, best, fast, jump, just*

### Spelling

#### Final Blends

- Basic Words: *ant, fast, jump, lamp, must, went*
- Review Words: *drum, grin, trap, trip*
- Challenge Words: *jumped, pants*

#### Fluency

Intonation

### Start Right Reader Texts

- *Class Six*
- *Frogs in Class Six*
- *Crafts in Class Six*
- *Track in Class Six*

## WRITING WORKSHOP

### Writing Mode: Narrative

#### Form: Imaginative Story

- Revising III: The Parts of the Narrative
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

### Grammar

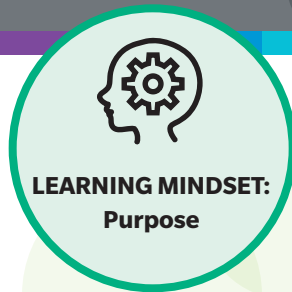
#### Skill: The Verb Be

- The Verb Be
- Using Is and Are
- Using Was and Were
- Spiral Review: Review Adjectives
- Connecting to Writing: Using the Verb Be



# Celebrate America

**Essential Question** What do holidays and symbols tell about our country?



**BIG IDEA WORDS** appreciate, duty, participate  
**INQUIRY AND RESEARCH PROJECT** Patriotic Show  
**PERFORMANCE TASK** Narrative Writing

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b> <i>You're a Grand Old Flag</i> by George M. Cohan <b>GENRE:</b> Song</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>State the Facts!</i> <b>GENRE:</b> Informational Text</li> <li>• <i>Monument City</i> by Jerdine Nolen <b>GENRE:</b> Drama</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Elements of Poetry</li> <li>• Make and Confirm Predictions</li> <li>• Elements of Drama</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>• Reference Sources</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Drama</li> </ul>	<p><b>Oral Power Words</b> brag, emblem, forever, peace, true</p> <p><b>Power Words</b> freedom, grouchy, monuments, scene, sights, symbol</p> <p><b>Generative Vocabulary</b> Suffixes -y, -ful</p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words</p> <hr/> <p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Classify</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Isolate Phonemes: Identify Vowel</li> <li>• Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long e, i, o (CV)</li> <li>• Possessives with 's</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• another, gave, house, over, own, read, water, white</li> <li>• Decodable: be, he, into, me, she, so</li> </ul> <p><b>Spelling</b></p> <p><b>CV Pattern; Question Words</b></p> <ul style="list-style-type: none"> <li>• Basic Words: go, how, me, no, so, what, when, where, who, why</li> <li>• Review Words: fast, lamp, jump, went</li> <li>• Challenge Words: dry, helpful</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• House</li> <li>• Houses That Go Up</li> <li>• Grass, Mud, Logs, and Sod</li> <li>• Houses That Can Go</li> </ul>	<p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>The Thanksgiving Door</i> by Debby Atwell</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Questions</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Using Questions</li> <li>• Writing Questions</li> <li>• Spiral Review: Commands</li> <li>• Connecting to Writing: Using Questions</li> </ul>

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Read Aloud Book</b> <i>Presidents' Day</i> by Anne Rockwell <b>GENRE:</b> Realistic Fiction</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>The Contest</i> by Libby Martinez <b>GENRE:</b> Opinion Writing</li> <li>• <i>The Statue of Liberty</i> by Tyler Monroe <b>GENRE:</b> Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Evaluate</li> <li>• Ideas and Support</li> <li>• Make Connections</li> <li>• Text Organization</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write an Opinion</li> <li>• Write an Ad</li> </ul>	<p><b>Oral Power Words</b> audience, onstage, program, split, stand, vote</p> <p><b>Power Words</b> base, contest, hope, liberty, national, towers</p> <p><b>Generative Vocabulary</b> Suffixes -less, -ful</p> <hr/> <p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Justify</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blend Phonemes</li> <li>• Isolate Phonemes: Identify Vowel</li> <li>• Segment Phonemes</li> <li>• Identify, Produce Rhyme</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Long a (VCe)</li> <li>• Soft c</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• always, began, better, gives, hurt, shall, should, things</li> <li>• Decodable: ate, came, gave, made, make, place</li> </ul> <p><b>Spelling</b></p> <p><b>Long a (VCe)</b></p> <ul style="list-style-type: none"> <li>• Basic Words: brave, came, flake, gave, had, late, make, map, plate, shape</li> <li>• Review Words: what, when, where, who</li> <li>• Challenge Words: glide, grade</li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>• Brave Kate</li> <li>• A Swim at Crane Lake</li> <li>• Race at the Skate Track</li> <li>• On the Path Back</li> </ul>	<p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Elements of a Narrative</li> <li>• Drafting II: Choosing the Right Words</li> <li>• Drafting III: Adding Art</li> <li>• Revising I: Synonyms</li> <li>• Revising II: Grouping</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Compound Sentences</b></p> <ul style="list-style-type: none"> <li>• Compound Questions and Statements</li> <li>• Forming Questions and Statements</li> <li>• Writing Compound Questions and Statements</li> <li>• Spiral Review: Subjects and Verbs</li> <li>• Connecting to Writing: Using Compound Questions</li> </ul>



# Celebrate America

**Essential Question** What do holidays and symbols tell about our country?



**BIG IDEA WORDS** appreciate, duty, participate  
**INQUIRY AND RESEARCH PROJECT** Patriotic Show  
**PERFORMANCE TASK** Narrative Writing

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Can We Ring the Liberty Bell?* by Martha E. H. Rustad

**GENRE:** Narrative Nonfiction

### myBook

- *Hooray for Holidays!* by Pat Cummings

**GENRE:** Realistic Fiction

- *Patriotic Poems*

**GENRE:** Poetry

### Comprehension

- Text Features
- Create Mental Images
- Story Structure
- Elements of Poetry

### Response to Text

- Write a Holiday Card

## VOCABULARY

**Oral Power Words** brittle, center, famous, government, papers, signed

**Power Words** celebrate, Constitution, parade, share, tradition

### Generative Vocabulary

Words About Actions

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Describe

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Segment Phonemes
- Manipulate Phonemes: Delete

### Phonics

- Long i, o (VCe)
- Silent Letters kn, wr

### High-Frequency Words

- carry, draw, eight, even, goes, may, seven, shows
- Decodable: home, like, ride, side, time, white

### Spelling

#### Long i, o (VCe)

- Basic Words: bike, drive, home, joke, kite, like, poke, stove, time, white
- Review Words: flake, late, plate, shape
- Challenge Words: invite, write

**Fluency** Expression

### Start Right Reader Texts

- *Phil and Miss Rose*
- *Phil Can Help*
- *Lost Cat*
- *The Best Gift*

## WRITING WORKSHOP

### Writing Mode: Narrative

#### Form: Personal Narrative

- Revising III: Incorporating Feedback
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

### Grammar

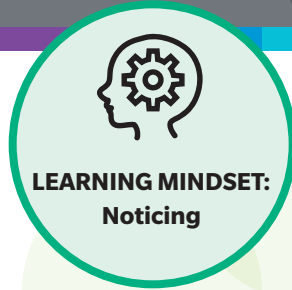
#### Skill: Names of Months, Days, and Holidays

- Names of Months, Days, and Holidays
- Capitalizing Months, Days, and Holidays
- Commas in Dates, Names, and Nouns
- Spiral Review: Verbs and Time
- Connecting to Writing: Using Names of Months, Days, and Holidays



# The Big Outdoors

**Essential Question** How do things in nature change?



**BIG IDEA WORDS** cycle, evaporation, liquid

**INQUIRY AND RESEARCH PROJECT** Get Weather Wise

**PERFORMANCE TASK** Poetry

WEEK 1

**READING WORKSHOP**

**Big Book**  
*Rainy, Sunny, Blowy, Snowy* by Jane Brocket  
**GENRE:** Informational Text

**myBook**

- *Storm Report*  
**GENRE:** Opinion Writing
- *Sam & Dave Dig a Hole* by Mac Barnett  
**GENRE:** Fantasy

**Comprehension**

- Ideas and Support
- Text Organization
- Make Inferences
- Point of View

**Research**

- Gather Information

**Response to Text**

- Write a Message

**VOCABULARY**

**Oral Power Words** deep, divide, fiery, fluffy, nature, spindly

**Power Words** break, direction, landed, mission, problem, spectacular

**Generative Vocabulary** Words About Feelings and Beliefs

**Vocabulary Strategy** Shades of Meaning

**ENGLISH LANGUAGE DEVELOPMENT**

**Language Function** Persuade

**FOUNDATIONAL SKILLS**

**Phonological Awareness**

- Blend Phonemes
- Manipulate Phonemes: Change
- Segment Phonemes
- Identify, Produce Rhyme

**Phonics**

- Long *u, e* (VCe)
- Soft *g* (*g, dge*)

**High-Frequency Words**

- *animal, heads, keep, let's, point, something, voice, won't*
- Decodable: *five, must, these, those, use, write*

**Spelling**

**Long *u*; VCe Pattern**

- Basic Words: *bake, cute, flute, game, hike, Luke, tube, use, wake, woke*
- Review Words: *drive, home, joke, white*
- Challenge Words: *beside, space*

**Fluency** Intonation

**Start Right Reader Texts**

- *Pete Duck*
- *The Quack Pack*
- *Quack Pack Badges*
- *Fish Badges*

**WRITING WORKSHOP**

**Writing Mode: Poetry**

**Form: Poem**

- Priming the Students for the Focal Text: *Ask Me* by Bernard Waber
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Finding a Topic

**Grammar**

**Skill: Future Tense**

- Future Tense
- Future Using *Will*
- Future Using *Going To*
- Spiral Review: Spelling
- Connecting to Writing: Using the Future Tense

WEEK 2

**READING WORKSHOP**

**Read Aloud Book**  
*On Meadowview Street* by Henry Cole  
**GENRE:** Realistic Fiction

**myBook**

- *Deserts* by Quinn M. Arnold  
**GENRE:** Informational Text
- *Handmade* by Guadalupe Rodríguez  
**GENRE:** Procedural Text

**Comprehension**

- Setting
- Monitor and Clarify
- Central Idea
- Summarize
- Text Organization

**Response to Text**

- Write a Description
- Write a Letter

**VOCABULARY**

**Oral Power Words** decided, explore, ledges, lugged, noticed, preserve

**Power Words** dunes, edges, rest, shrubs, spines, trace

**Generative Vocabulary** Suffix *-less*

**ENGLISH LANGUAGE DEVELOPMENT**

**Language Function** Synthesize

**FOUNDATIONAL SKILLS**

**Phonological Awareness**

- Blend Phonemes
- Segment Phonemes
- Identify, Produce Rhyme

**Phonics**

- Long *e* (*ea, ee*)
- Short *e* (*ea*)

**High-Frequency Words**

- *below, far, hear, hold, old, only, open, round*
- Decodable: *clean, green, head, please, read, see*

**Spelling**

**Long *e* Patterns**

- Basic Words: *be, eat, feet, keep, mean, read, see, she, team, tree*
- Review Words: *flute, game, tube, woke*
- Challenge Words: *bridge, peanut*

**Fluency** Phrasing

**Start Right Reader Texts**

- *Seals*
- *Seal Meals*
- *Big Seals*
- *In the Land of Ice*

**WRITING WORKSHOP**

**Writing Mode: Poetry**

**Form: Poem**

- Prewriting II: Developing a Topic
- Drafting I: Elements of Poetry
- Drafting II: Choosing the Right Words
- Revising I: Word Choice
- Revising II: Grouping

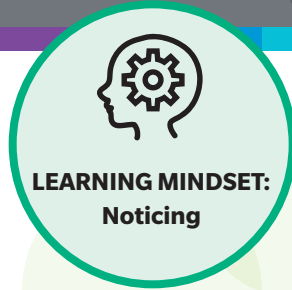
**Grammar**

**Skill: Subject Pronouns**

- Subject Pronouns
- Pronouns That Name One
- Pronouns That Name More Than One
- Spiral Review: Questions
- Connecting to Writing: Using Subject Pronouns

# The Big Outdoors

**Essential Question** How do things in nature change?



**BIG IDEA WORDS** cycle, evaporation, liquid

**INQUIRY AND RESEARCH PROJECT** Get Weather Wise

**PERFORMANCE TASK** Poetry

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Do You Really Want to Visit a Wetland?* by Bridget Heos

**GENRE:** Narrative Nonfiction

### myBook

• *Grand Canyon* by Sara Gilbert

**GENRE:** Informational Text

• *Water Cycle* by The Bazillions

**GENRE:** Song

### Comprehension

- Central Idea
- Synthesize
- Content-Area Words

### Response to Text

- Write a Poem

## VOCABULARY

**Oral Power Words** coexist, fragile, interesting, poisonous, report, tour

**Power Words** affect, fossils, hike, popular, rim

**Generative Vocabulary** Words About Places and Things

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Cause and Effect

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Produce Rhymes
- Segment Phonemes

### Phonics

- Long *a* (*ai, ay*)
- Contractions with 'm, 's, n't, 'll

### High-Frequency Words

- *air, different, drink, enough, never, small, through, under*
- Decodable: *day, don't, may, play, say, way*

### Spelling

#### Long *a* Vowel Teams

- Basic Words: *day, grain, mail, may, pain, play, rain, sail, stay, way*
- Review Words: *mean, read, see, tree*
- Challenge Words: *afraid, today*

### Fluency

- Accuracy and Self-Correction

### Start Right Reader Texts

- *Animal Tails*
- *Tails on Whales*
- *We Tell Tail Tales*
- *The Best Tail*

## WRITING WORKSHOP

### Writing Mode: Poetry

#### Form: Poem

- Revising III: Line Breaks and White Space
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

### Grammar

#### Skill: Subject Pronouns *I* and *Me*

- The Pronouns *I* and *Me*
- Naming Yourself Last
- Using the Pronouns *I, Me, Them,* and *They*
- Spiral Review: Compound Questions and Statements
- Connecting to Writing: Using the Pronouns *I* and *Me*



# Tell Me a Story

**Essential Question** What lessons can we learn from stories?



**BIG IDEA WORDS** *amuse, entertain, literature*

**INQUIRY AND RESEARCH PROJECT** Explore Traditional Tales

**PERFORMANCE TASK** Narrative Writing

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b> <i>Chicken Little</i> by Rebecca and Ed Emberley <b>GENRE:</b> Folktale</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Follow the Story Path <b>GENRE:</b> Informational Text</li> <li><i>Interrupting Chicken</i> by David Ezra Stein <b>GENRE:</b> Fantasy</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Text Features</li> <li>Theme</li> <li>Create Mental Images</li> <li>Characters</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>Digital Texts and Features</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Story</li> </ul>	<p><b>Oral Power Words</b> <i>anxious, bother, gratefully, panted, pastime, rush</i></p> <p><b>Power Words</b> <i>follow, interrupt, involved, relaxing, supposed, warn</i></p> <p><b>Generative Vocabulary</b> Words About Actions and Directions</p> <p><b>Vocabulary Strategy</b> Classify and Categorize</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Phonemes: Identify Vowel</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long o (<i>oa, ow</i>)</li> <li>Long o, i (<i>oe, ie</i>)</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>along, answer, children, going, mother, talk, upon, woman</i></li> <li>Decodable: <i>each, goes, grow, know, own</i></li> </ul> <p><b>Spelling</b> <b>Long o</b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>blow, boat, coat, grow, low, road, row, show, snow, toad</i></li> <li>Review Words: <i>grain, mail, play, stay</i></li> <li>Challenge Words: <i>shadow, yellow</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Will It Be Fun?</i></li> <li><i>Coal and Snow</i></li> <li><i>Stop and Shop</i></li> <li><i>Home Sweet Home</i></li> </ul>	<p><b>Writing Mode: Narrative</b> <b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Kissing Hand</i> by Audrey Penn</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b> <b>Skill: Possessive Pronouns</b></p> <ul style="list-style-type: none"> <li>Possessive Pronouns</li> <li>Using <i>My, Your, His, and Her</i></li> <li>Using <i>Mine, Yours, His, Hers, Their, and Theirs</i></li> <li>Spiral Review: Names of Months, Days, and Holidays</li> <li>Connecting to Writing: Using Possessive Pronouns</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT
<p><b>Language Function</b> Solve Problems ELPS 3H, 4G, 4I, 4J</p>	<p><b>Language Function</b> Solve Problems ELPS 3H, 4G, 4I, 4J</p>	<p><b>Language Function</b> Solve Problems ELPS 3H, 4G, 4I, 4J</p>	<p><b>Language Function</b> Solve Problems ELPS 3H, 4G, 4I, 4J</p>

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Read Aloud Book</b> <i>Red Knit Cap Girl and the Reading Tree</i> by Naoko Stoop <b>GENRE:</b> Fantasy</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Little Red Riding Hood</i> by Lisa Campbell Ernst <b>GENRE:</b> Drama</li> <li><i>The Grasshopper &amp; the Ants</i> by Jerry Pinkney <b>GENRE:</b> Fable</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Theme</li> <li>Make Connections</li> <li>Elements of Drama</li> <li>Make Inferences</li> <li>Setting</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Drama</li> <li>Write a Description</li> </ul>	<p><b>Oral Power Words</b> <i>gnaws, nook, scamper, sneaks, squeaks, thumps</i></p> <p><b>Power Words</b> <i>autumn, boldly, chirped, labor, sly, storyteller</i></p> <p><b>Generative Vocabulary</b> Suffix -ly</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Add</li> <li>Manipulate Phonemes: Delete</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long i (<i>igh, y</i>)</li> <li>Long i, o</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>bring, eyes, family, girl, move, soon, together, warm</i></li> <li>Decodable: <i>by, cold, find, fly, hold, kind</i></li> </ul> <p><b>Spelling</b> <b>Long i Patterns</b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>by, dry, fly, light, my, night, pie, sky, tie, try</i></li> <li>Review Words: <i>blow, grow, show, snow</i></li> <li>Challenge Words: <i>myself, type</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Gail's Big Wish</i></li> <li><i>Gail's Plane Ride</i></li> <li><i>Gulls Fly</i></li> <li><i>Can It Fly?</i></li> </ul>	<p><b>Writing Mode: Narrative</b> <b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>Drafting I: Shaping the Draft</li> <li>Drafting II: Elements of a Narrative</li> <li>Drafting III: Writing Dialogue</li> <li>Drafting IV: Adding Art</li> <li>Revising I: Grouping</li> </ul> <p><b>Grammar</b> <b>Skill: Indefinite Pronouns</b></p> <ul style="list-style-type: none"> <li>Indefinite Pronouns</li> <li>Indefinite Pronouns for Nouns Not Named</li> <li>Using Indefinite Pronouns</li> <li>Spiral Review: Future Tense</li> <li>Connecting to Writing: Using Indefinite Pronouns</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT
<p><b>Language Function</b> Infer ELPS 2H, 4J</p>	<p><b>Language Function</b> Infer ELPS 2H, 4J</p>	<p><b>Language Function</b> Infer ELPS 2H, 4J</p>	<p><b>Language Function</b> Infer ELPS 2H, 4J</p>



# Tell Me a Story

**Essential Question** What lessons can we learn from stories?



**BIG IDEA WORDS** *amuse, entertain, literature*

**INQUIRY AND RESEARCH PROJECT** Explore Traditional Tales

**PERFORMANCE TASK** Narrative Writing

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*My Name is Gabriela* by Monica Brown

**GENRE:** Biography

### myBook

• *Thank You, Mr. Aesop* by Helen Lester

**GENRE:** Informational Text

• *The Tortoise and the Hare* from *Speakaboos*, adapted by Amy Kraft

**GENRE:** Video

### Comprehension

- Point of View
- Synthesize
- Central Idea
- Characters

### Response to Text

- Write Facts

## VOCABULARY

**Oral Power Words** *beyond, chose, express, grand, pretended, taught*

**Power Words** *lesson, nonsense, reply, tale, wise*

**Generative Vocabulary** Suffix -ly

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Sequence ELPS 2I, 4G, 4I

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Manipulate Phonemes: Change
- Segment, Count Phonemes

### Phonics

- *r*-Controlled Vowel *ar*
- Two-Syllable Words: VCCV Pattern

### High-Frequency Words

- *brown, few, funny, myself, new, once, thank, words*
- Decodable: *car, far, hard, old, right, yellow*

### Spelling

#### *r*-Controlled Vowel *ar*

- Basic Words: *arm, art, bar, bark, barn, card, farm, jar, yard, yarn*
- Review Words: *dry, night, pie, try*
- Challenge Words: *started, yawn*

### Fluency

Phrasing

### Start Right Reader Texts

- *Gram's Farm*
- *Big Red Barn*
- *Farms*
- *Barns*

## WRITING WORKSHOP

### Writing Mode: Narrative

#### Form: Personal Narrative

- Revising II: Using Vivid Verbs
- Revising III: Using Vivid Adjectives
- Editing: Clocking
- Publishing
- Sharing

### Grammar

#### Skill: Contractions

- Contractions
- Contractions with *Not*
- Contractions with Pronouns
- Spiral Review: Prepositions and Prepositional Phrases
- Connecting to Writing: Using Contractions



# Grow, Plants, Grow!

**Essential Question** What do plants need to live and grow?



**BIG IDEA WORDS** absorb, emerge, vegetation  
**INQUIRY AND RESEARCH PROJECT** Super Sprouts!  
**PERFORMANCE TASK** Informational Text

WEEK 1

WEEK 2

	READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
WEEK 1	<p><b>Big Book</b> If I Were A Tree by Dar Hosta <b>GENRE:</b> Poetry</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Plant Pairs <b>GENRE:</b> Poetry</li> <li>So You Want to Grow a Taco? by Bridget Heos <b>GENRE:</b> Procedural Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Elements of Poetry</li> <li>Evaluate</li> <li>Text Organization</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>Nonfiction Forms</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write Directions</li> </ul>	<p><b>Oral Power Words</b> bear, cradle, shade, sweet, wave, whispers</p> <p><b>Power Words</b> harvest, ingredients, nutrients, soil, sow, terrific</p> <p><b>Generative Vocabulary</b> Words About Places and Things</p> <p><b>Vocabulary Strategy</b> Reference Sources</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Segment, Count Syllables</li> <li>Segment, Count Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>r-Controlled Vowels or, ore</li> <li>Two-Syllable Words: r-Controlled Vowels ar, or</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>almost, also, between, ever, food, really, sing, three</li> <li>Decodable: for, light, more, or, start, why</li> </ul> <p><b>Spelling</b> <b>r-Controlled Vowels or, ore</b></p> <ul style="list-style-type: none"> <li>Basic Words: born, corn, door, fork, horn, more, score, shore, short, story</li> <li>Review Words: art, barn, jar, yarn</li> <li>Challenge Words: force, report</li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>Seashore Fun</li> <li>Sand, Sun, and Sea</li> <li>Shells</li> <li>Sharks</li> </ul>	<p><b>Writing Mode: Informational Text</b> <b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: One Bean by Anne Rockwell</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Exclamations</b></p> <ul style="list-style-type: none"> <li>Exclamations</li> <li>Using Exclamations</li> <li>Writing Exclamations</li> <li>Spiral Review: Adjectives That Compare</li> <li>Connecting to Writing: Using Exclamations</li> </ul>
WEEK 2	<p><b>Read Aloud Book</b> The Curious Garden by Peter Brown <b>GENRE:</b> Fantasy</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Which Part Do We Eat? by Katherine Ayres <b>GENRE:</b> Poetry</li> <li>The Talking Vegetables by Won-Ldy Paye and Margaret H. Lippert <b>GENRE:</b> Folktale</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Story Structure</li> <li>Monitor and Clarify</li> <li>Elements of Poetry</li> <li>Retell</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Description</li> <li>Write a Dialogue</li> </ul>	<p><b>Oral Power Words</b> corner, delicate, discoveries, dreary, expected, gear</p> <p><b>Power Words</b> cook, delicious, pounding, smooth, stretched, sturdy</p> <p><b>Generative Vocabulary</b> Prefix un-</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment, Count Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>r-Controlled Vowels er, ir, ur</li> <li>Two-Syllable Words: r-Controlled Vowels, VCCV Pattern</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>boy, door, father, maybe, nearest, says, shouted, until</li> <li>Decodable: first, hand, her, hurt, next, went</li> </ul> <p><b>Spelling</b> <b>r-Controlled Vowels er, ir, ur</b></p> <ul style="list-style-type: none"> <li>Basic Words: bird, fern, fur, girl, her, hurt, sir, stir, third, turn</li> <li>Review Words: fork, horn, score, story</li> <li>Challenge Words: about, town</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li>The Hurt Bird</li> <li>Birds of Farms and Yards</li> <li>Marsh Birds</li> <li>Seabirds</li> </ul>	<p><b>Writing Mode: Informational Text</b> <b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>Drafting I: Elements of an Informational Essay</li> <li>Drafting II: Choosing the Right Words</li> <li>Drafting III: Adding Art</li> <li>Revising I: Transition Words</li> <li>Revising I: Grouping</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Kinds of Sentences</b></p> <ul style="list-style-type: none"> <li>Kinds of Sentences</li> <li>Identifying Kinds of Sentences</li> <li>Kinds of Compound Sentences</li> <li>Spiral Review: The Pronouns I and Me</li> <li>Connecting to Writing: Using Different Kinds of Sentences</li> </ul>

# Grow, Plants, Grow!

**Essential Question** What do plants need to live and grow?



**BIG IDEA WORDS** *absorb, emerge, vegetation*  
**INQUIRY AND RESEARCH PROJECT** Super Sprouts!  
**PERFORMANCE TASK** Informational Text

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*Amazing Plant Bodies* by Ellen Lawrence

**GENRE:** Informational Text

### myBook

- *Yum! ;MmMm! ;Qué rico!: Americas' Sproutings* by Pat Mora

**GENRE:** Poetry

- *A Year in the Garden* by Brad Hiebert

**GENRE:** Video

### Comprehension

- Text Features
- Ask and Answer Questions
- Elements of Poetry
- Chronological Order

### Response to Text

- Write a Haiku

## VOCABULARY

**Oral Power Words** *energy, height, produces, protect, scientist, weigh*

**Power Words** *indigo, juicy, ripe, syrup, wonder*

### Generative Vocabulary

Prefix *un-*

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Compare and Contrast  
 ELPS 1C, 4F, 4G, 4I

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Syllables
- Add Syllables
- Segment, Count Syllables
- Delete Syllables

### Phonics

- Final Blends *ng, nk*; Inflection *-ing*
- Review Inflections *-s, -es*

### High-Frequency Words

- *above, blue, knew, number, push, sure, took, watch*
- Decodable: *bring, drink, going, long, thank, thing*

### Spelling

#### Final Blends; Inflections *-s, -es*

- Basic Words: *catch, catches, cent, cents, long, pitch, pitches, thank, thing, think*
- Review Words: *her, stir, third, turn*
- Challenge Words: *boxes, leaves*

### Fluency

Reading Rate

### Start Right Reader Texts

- *Little Animals*
- *Big Birds and Chicks*
- *Skunk Kits*
- *Little Chimps*

## WRITING WORKSHOP

### Writing Mode: Informational Text

#### Form: Descriptive Essay

- Revising III: Adding Detail
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

### Grammar

#### Skill: Adjectives: The Senses

- Adjectives
- Adjectives for Taste and Smell
- Adjectives for Sound and Texture
- Spiral Review: The Verb *Be*
- Connecting to Writing: Using Adjectives for the Senses



# Dare to Dream

**Essential Question** How can thinking in new ways help solve problems?



**BIG IDEA WORDS** *applaud, future, genius*

**INQUIRY AND RESEARCH PROJECT** Junior Problem-Solving Project

**PERFORMANCE TASK** Informational Text

WEEK 1

WEEK 2

READING WORKSHOP	VOCABULARY		FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Big Book</b> <i>What Can You Do?</i> by Shelley Rotner and Sheila Kelly <b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Kids Are Inventors, Too!</i> <b>GENRE:</b> Informational Text</li> <li><i>Young Frank Architect</i> by Frank Viva <b>GENRE:</b> Realistic Fiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Retell</li> <li>Setting</li> </ul> <p><b>Research</b> Present Information</p> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write an Explanation</li> </ul>	<p><b>Oral Power Words</b> <i>dancing, feed, float, training, whatever</i></p> <p><b>Power Words</b> <i>designed, floor, model, real, straight, whole</i></p> <p><b>Generative Vocabulary</b> Prefix re-</p> <p><b>Vocabulary Strategy</b> Shades of Meaning</p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Segment, Count Syllables</li> <li>Blend Syllables</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Contractions with 've, 're</li> <li>Suffixes -er, -est</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>begin, brother, front, picture, room, someone, sometimes, young</i></li> <li>Decodable: <i>eat, let's, same, sleep, take, think</i></li> </ul> <p><b>Spelling</b> <b>Contractions with 'm, 's, n't, 'll</b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>can't, didn't, I'll, I'm, isn't, it's, that's, wasn't, we'll, you'll</i></li> <li>Review Words: <i>catches, cents, long, thank</i></li> <li>Challenge Words: <i>house, ouch</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Life on the Plains</i></li> <li><i>Kids Then, Kids Today</i></li> <li><i>Play Time, Chore Time</i></li> <li><i>More Work and Play</i></li> </ul>	<p><b>Writing Mode: Informational Text</b> <b>Form: Biographical Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Girl Who Could Dance in Outer Space</i> by Maya Cointreau</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b> <b>Skill: Adverbs</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Adverbs for How and Where</li> <li>Adverbs for When and How Much</li> <li>Spiral Review: Indefinite Pronouns</li> <li>Connecting to Writing: Using Adverbs</li> </ul>
READING WORKSHOP	VOCABULARY		FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>Read Aloud Book</b> <i>Charlotte the Scientist Is Squished</i> by Camille Andros <b>GENRE:</b> Fantasy</p> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Sky Color</i> by Peter H. Reynolds <b>GENRE:</b> Realistic Fiction</li> <li><i>We Are the Future</i> <b>GENRE:</b> Poetry</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Setting</li> <li>Make Inferences</li> <li>Theme</li> <li>Create Mental Images</li> <li>Elements of Poetry</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a TV Commercial</li> <li>Write an Opinion</li> </ul>	<p><b>Oral Power Words</b> <i>conducting, lab, method, rid, specimens, spoiled</i></p> <p><b>Power Words</b> <i>artist, gallery, merrily, mural, promise, rummaged</i></p> <p><b>Generative Vocabulary</b> Words About Places and Things</p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel Pattern oo (/ōō/)</li> <li>Consonant + le</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>been, heard, hurry, learn, loved, often, study, world</i></li> <li>Decodable: <i>good, keep, look, my, night, took</i></li> </ul> <p><b>Spelling</b> <b>Words with oo (/ōō/)</b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>book, boyhood, brook, foot, good, hook, shook, took, wood, wool</i></li> <li>Review Words: <i>isn't, that's, we'll, you'll</i></li> <li>Challenge Words: <i>football, lookout</i></li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Sharks and Stingrays</i></li> <li><i>The Book Contest</i></li> <li><i>Wildlife Facts</i></li> <li><i>Vets Help Animals</i></li> </ul>	<p><b>Writing Mode: Informational Text</b> <b>Form: Biographical Essay</b></p> <ul style="list-style-type: none"> <li>Drafting I: Elements of an Informational Essay</li> <li>Drafting II: Choosing the Right Words</li> <li>Drafting III: Adding Art</li> <li>Revising I: Verbs</li> <li>Revising II: Grouping</li> </ul> <p><b>Grammar</b> <b>Skill: Adjectives That Compare</b></p> <ul style="list-style-type: none"> <li>Adjectives That Compare</li> <li>Adjectives with -er and -est</li> <li>Using the Right Adjective</li> <li>Spiral Review: Contractions</li> <li>Connecting to Writing: Using Adjectives That Compare</li> </ul>



# Dare to Dream

**Essential Question** How can thinking in new ways help solve problems?



**BIG IDEA WORDS** *applaud, future, genius*

**INQUIRY AND RESEARCH PROJECT** Junior Problem-Solving Project

**PERFORMANCE TASK** Informational Text

WEEK 3

## READING WORKSHOP

### Read Aloud Book

*I am Amelia Earhart* by Brad Meltzer

**GENRE:** Biography

### myBook

• *Joaquín's Zoo* by Pablo Bernasconi

**GENRE:** Fantasy

• *Marconi and the Radio* from StoryBots

**GENRE:** Video

### Comprehension

- Text Organization
- Make Connections
- Characters
- Central Idea

### Response to Text

- Write a Letter

## VOCABULARY

**Oral Power Words** *altitude, bounds, cab, dream, instant, instructor*

**Power Words** *build, golden, neat, scraps, usually*

### Generative Vocabulary

Prefix *re-*

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Predict ELPS 3G, 4J

## FOUNDATIONAL SKILLS

### Phonological Awareness

- Blend Phonemes
- Segment Phonemes

### Phonics

- Vowel Patterns /ōō/

### High-Frequency Words

- *bear, color, happy, money, music, second, sound, without*
- Decodable: *blue, new, soon, too, try, you*

### Spelling

**Vowel Patterns /ōō/**

- Basic Words: *blew, boot, moon, new, noon, soon, soup, too, you, zoo*
- Review Words: *book, boyhood, brook, foot*
- Challenge Words: *balloon, shampoo*

**Fluency** Expression

### Start Right Reader Texts

- *Bear's Night Job*
- *Odd Sounds at Night*
- *Bear Gets Sick*
- *Bear in the Dark*

## WRITING WORKSHOP

### Writing Mode: Informational Text

#### Form: Biographical Essay

- Revising III: Helping Verbs and Contractions
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

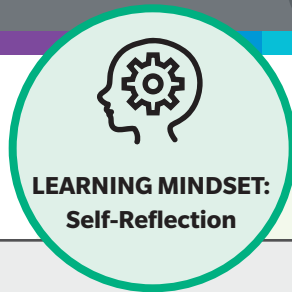
### Grammar

#### Skill: Spelling

- Spelling: Words with Short and Long Vowels
- Spelling: Words with Endings
- Spelling: High-Frequency Words
- Spiral Review: Adverbs
- Connecting to Writing: Using Correct Spelling



# Genre Study: Nonfiction



WEEK 1

## NARRATIVE NONFICTION

**Essential Question** What are the characteristics of narrative nonfiction?

### READING WORKSHOP

#### Read Aloud Book

- *Oscar and the Moth* by Geoff Waring
- *Can We Ring the Liberty Bell?* by Martha E. H. Rustad
- *Do You Really Want to Visit a Wetland?* by Bridget Heos

#### myBook

- *Try This!* by Pam Muñoz Ryan
- *Have You Heard the Nesting Bird?* by Rita Gray

#### Comprehension

- Genre Characteristics: Narrative Nonfiction
- Author's Purpose
- Text Organization

### WRITING WORKSHOP

#### Writing Mode: Opinion

#### Form: Opinion Letter

- Introducing the Focal Text: *I Will Not Read This Book* by Cece Meng
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

#### Grammar

Skill: Review

### FOUNDATIONAL SKILLS

#### Phonological Awareness

- Blend Phonemes
- Manipulate Phonemes: Add, Change
- Segment Phonemes

#### Phonics

- Diphthongs *ow, ou*
- Diphthongs *oy, oi*

#### High-Frequency Words

- Review: *answer, point, right, voice, walk, watch, where, write*
- Decodable: *boy, down, found, how, now, out*

#### Spelling

#### Diphthongs *ow, ou*

- Basic Words: *cow, found, gown, house, how, now, ouch, out, owl, town*
- Review Words: *blew, boot, new, too*
- Challenge Words: *enjoy, voice*

Fluency Accuracy and Self-Correction

#### Start Right Reader Texts

- *A Place to Eat*
- *At the Park*
- *Good Catch, Kid*
- *Going Up*

WEEK 2

## INFORMATIONAL TEXT

**Essential Question** What are the characteristics of informational text?

### READING WORKSHOP

#### Read Aloud Book

- *Whose Eye Am I?* by Shelley Rotner
- *Amazing Plant Bodies* by Ellen Lawrence

#### myBook

- *Animal Q & A*
- *Goal!* by Jane Medina
- *Grand Canyon* by Sara Gilbert

#### Comprehension

- Genre Characteristics: Informational Text
- Central Idea
- Text Features

### WRITING WORKSHOP

#### Writing Mode: Opinion

#### Form: Opinion Letter

- Drafting I: Elements of Opinion Writing
- Drafting II: Choosing the Right Words
- Drafting III: Correspondence
- Revising I: Supporting Details
- Revising II: Grouping

#### Grammar

Skill: Review

### FOUNDATIONAL SKILLS

#### Phonological Awareness

- Manipulate Phonemes
- Manipulate Phonemes: Add, Change
- Segment Phonemes

#### Phonics

- Vowel Patterns: /*ô*/
- Inflections: Spelling Changes

#### High-Frequency Words

- Review: *done, there, think, warm, went, without, woman, worked*
- Decodable: *brown, draw, saw, walk*

#### Spelling

#### Compound Words

- Basic Words: *backpack, bathtub, bedtime, flagpole, himself, inside, raincoat, sailboat, seesaw, sunset*
- Review Words: *found, gown, how, ouch*
- Challenge Words: *auto, draw*

Fluency Reading Rate

#### Start Right Reader Texts

- *Time to Train*
- *Faith Plays Chess*
- *Game Day*
- *My Big Bike Race*

WEEK 3

## BIOGRAPHY

**Essential Question** What are the characteristics of a biography?

### READING WORKSHOP

#### Read Aloud Book

- *Pelé, King of Soccer* by Monica Brown
- *My Name is Gabriela* by Monica Brown
- *I am Amelia Earhart* by Brad Meltzer

#### Comprehension

- Genre Characteristics: Biography
- Text Organization
- Text Features

### WRITING WORKSHOP

#### Writing Mode: Opinion

#### Form: Opinion Letter

- Revising III: Formatting Dates
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

#### Grammar

Skill: Review

### FOUNDATIONAL SKILLS

#### Phonological Awareness

- Manipulate Phonemes: Change
- Segment Phonemes

#### Phonics

- Inflections: Spelling Changes
- Long *e* (*ie, y, ey*)

#### High-Frequency Words

- Review: *eight, enough, goes, move, thank, their, things, through*
- Decodable: *funny*

#### Spelling

#### Inflections *-ed, -ing*

- Basic Words: *flying, jumped, keeping, mailed, needed, seeing, showed, stayed, staying, wishing*
- Review Words: *bathtub, bedtime, himself, sailboat*
- Challenge Words: *chief, thief*

Fluency Intonation

#### Start Right Reader Texts

- *Sports Played with a Ball*
- *Sports Played in Water*
- *Sports Played on Ice*
- *Track and Field*

# Genre Study: Literary Texts



WEEK 1	<b>REALISTIC FICTION</b>			<b>Essential Question</b> What are the characteristics of realistic fiction?	
	<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP</b>		<b>FOUNDATIONAL SKILLS</b>	
	<p><b>Read Aloud Book</b></p> <ul style="list-style-type: none"> <li><i>Suki's Kimono</i> by Chieri Uegaki</li> <li><i>Maybe Something Beautiful</i> by F. Isabel Campoy and Theresa Howell</li> </ul> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>The Nest</i> by Carole Roberts</li> <li><i>Blackout</i> by John Rocco</li> <li><i>Sky Color</i> by Peter H. Reynolds</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Genre Characteristics: Realistic Fiction</li> <li>Story Structure</li> <li>Point of View</li> </ul>	<p><b>Writing Mode: Opinion</b></p> <p><b>Form: Opinion Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Big Bad Bubble</i> by Adam Rubin</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Developing a Topic</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Review</b></p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Segment Syllables</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Suffixes <i>-ful, -less, -ly, -y</i></li> <li>Prefixes <i>un-, re-</i></li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Review: <i>above, again, around, does, gives, live, says, what</i></li> </ul>	<p><b>Spelling</b></p> <p><b>Suffixes <i>-ful, -ly, -y</i></b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>dust, dusty, help, helpful, hope, hopeful, trick, tricky, warm, warmly</i></li> <li>Review Words: <i>jumped, mailed, staying, wishing</i></li> <li>Challenge Words: <i>quickly, wonderful</i></li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Why Rabbits Have Short Tails</i></li> <li><i>Why Possums Have Furless Tails</i></li> <li><i>Why Rabbits and Snakes Don't Mix</i></li> <li><i>Why Rabbits Run Fast</i></li> </ul>

WEEK 2	<b>FOLKTALE</b>			<b>Essential Question</b> What are the characteristics of folktales?	
	<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP</b>		<b>FOUNDATIONAL SKILLS</b>	
	<p><b>Read Aloud Book</b></p> <ul style="list-style-type: none"> <li><i>The Great Ball Game</i> by Joseph Bruchac</li> </ul> <p><b>Big Book</b></p> <ul style="list-style-type: none"> <li><i>Chicken Little</i> by Rebecca and Ed Emberley</li> </ul> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Blue Bird and Coyote</i> by James Bruchac</li> <li><i>The Talking Vegetables</i> by Won-Ldy Paye and Margaret H. Lippert</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Genre Characteristics: Folktales</li> <li>Characters</li> <li>Theme</li> </ul>	<p><b>Writing Mode: Opinion</b></p> <p><b>Form: Opinion Essay</b></p> <ul style="list-style-type: none"> <li>Drafting I: Elements of Opinion Writing</li> <li>Drafting II: Choosing the Right Words</li> <li>Drafting III: Writing a Strong Conclusion</li> <li>Revising I: Supporting Details</li> <li>Revising II: Grouping</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Review</b></p>		<p><b>Phonologic Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Segment Syllables</li> <li>Add, Delete Syllables</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Two-Syllable Words CV, CVC; Syllable Division</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Review: <i>once, people, these, they, wash, water, who, world</i></li> <li>Decodable: <i>open</i></li> </ul>	<p><b>Spelling</b></p> <p><b>Prefixes <i>re-, un-</i></b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>recount, redo, replay, reshape, retry, unhappy, unhelpful, unkind, unpack, untie</i></li> <li>Review Words: <i>dusty, helpful, tricky, warmly</i></li> <li>Challenge Words: <i>rewrite, unused</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Music Under the Sea</i></li> <li><i>We Need Water</i></li> <li><i>Jobs That Use Water</i></li> <li><i>Car Wash</i></li> </ul>

WEEK 3	<b>FANTASY</b>			<b>Essential Question</b> What are the characteristics of fantasy?	
	<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP</b>		<b>FOUNDATIONAL SKILLS</b>	
	<p><b>Read Aloud Book</b></p> <ul style="list-style-type: none"> <li><i>Ol' Mama Squirrel</i> by David Ezra Stein</li> <li><i>Red Knit Cap Girl and the Reading Tree</i> by Naoko Stoop</li> </ul> <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>A Big Guy Took My Ball!</i> by Mo Willems</li> <li><i>Sam &amp; Dave Dig a Hole</i> by Mac Barnett</li> <li><i>Interrupting Chicken</i> by David Ezra Stein</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Genre Characteristics: Fantasy</li> <li>Setting</li> <li>Story Structure</li> </ul>	<p><b>Writing Mode: Opinion</b></p> <p><b>Form: Opinion Essay</b></p> <ul style="list-style-type: none"> <li>Revising III: Adverbs</li> <li>Editing I: Reviewing for Grammar</li> <li>Editing II: Preparing to Publish</li> <li>Publishing</li> <li>Sharing</li> </ul> <p><b>Grammar</b></p> <p><b>Skill: Review</b></p>		<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Segment Syllables</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Suffixes <i>-er, -est</i>: Spelling Changes</li> <li>Inflections: Spelling Changes</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Review: <i>animal, could, different, pull, should, talk, won't, would</i></li> </ul>	<p><b>Spelling</b></p> <p><b>Suffixes <i>-er, -est</i></b></p> <ul style="list-style-type: none"> <li>Basic Words: <i>fast, faster, fastest, hard, harder, hardest, sadder, saddest, slower, slowest</i></li> <li>Review Words: <i>redo, replay, unhappy, unkind</i></li> <li>Challenge Words: <i>greatest, tinier</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>Start Right Reader Texts</b></p> <ul style="list-style-type: none"> <li><i>Claws Swipe</i></li> <li><i>Teeth Chomp</i></li> <li><i>Horns Help</i></li> <li><i>Spines Jab</i></li> </ul>





A Vision for  
**Student Growth**



To learn more about *Into Reading*, please visit  
[hmhco.com/IntoReading](https://www.hmhco.com/IntoReading)

Houghton Mifflin Harcourt®, HMH®, Ed Your Friend in Learning®, and HMH Into Reading™ are trademarks or registered trademarks of Houghton Mifflin Harcourt. All rights reserved. 08/18 WF612739